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THE UNIVERSITY OF ALBERTA

A PRACTICAL GYMNASTICS MANUAL: A STUDY OF EFFECTIVENESS

by

(C) LEE ANNE JOHNSTON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION

EDMONTON, ALBERTA

FALL 1982

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Dear Lee Anne:

Letter of Acknowledgement

Synchro Swim Canada wishes to acknowledge our approval of inclusion of pages 1 to 3 of the Instructor Log Book for presentation in your thesis.

Best of luck in your new position.

Sincerely,

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ABSTRACT

The purpose of this research was to develop a gymnastics manual and to study its effectiveness. The manual was designed as a learning guide to help the coaches who have completed Level I Technical of the National Coaching Certification Program adapt the Level I content, theory and methodology to their particular gymnastics environments. A pilot study was conducted to determine the manual's effectiveness in this capacity. Thirty-two Level I coaching candidates from Alberta field-tested the manual, and 12 people, considered experts in Level I gymnastics across Canada, analyzed its content and judged its potential value. Effectiveness was defined and operationalized so that the responses of the experts and the coaches could be integrated and translated into terms of effectiveness.

Based upon judgments of usefulness and applicability made by the coaches and the experts, the researcher concluded that the manual was effective in helping coaches adapt Level I theory, methodology and content to their gymnastics environment. Reorganization and revision of Part IV was recommended to make the manual easier to understand and to use.

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This research is the culmination of two years of graduate study which has been shared with a remarkable group of fellow graduates. Moreover, it is symbolic of an ongoing quest for knowledge and a commitment to learning that the writer gratefully attributes to her family, especially her mother, and to her own educational experiences, both personal and professional.

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CHAPTER 1

BACKGROUND TO THE STUDY

The growth and development of Canadian sport has been notable since the early 1960s.

> The 60s and 70s, then, have been a period of substantial growth and undeniable accomplishment. From the dark shadows of 26th spot in Rome in 1960, Canada soared into the limelight in Montreal in 1976, finishing 10th in the unofficial point standings. That triumph was followed, two years later, by our first-ever overall victory at the Commonwealth Games in Edmonton. (Regan, 1981, p. 4)

These changes were largely a result of a growing interest in sport by Canadians and an active role adopted by the Federal Government in sport.

> While credit for the positive developments of the last ten years belongs to the participants themselves, including both the high-performance athletes in national and international competition and the larger body of Canadians who have taken up physical recreation, recognition must also be accorded to government and its agencies for the resources they have devoted to the encouragement of sport and fitness and to the development of needed facilities. Such governmental activities cannot be separated from the significant results achieved. (Regan, 1981, p. 4)

Until the early 1960s the role of the Canadian government in sport had been ill-defined. The Fitness and Amateur Sport Act of 1961 was significant because it was the first time that the Canadian government had made a direct reference to sport in a piece of legislation (Slack, 1978, p. 11). Although this Act did not result in any immediate changes, it did, according to Slack (1978), "open the door for the government to become involved" (p. 12). The most significant government action resulting in its direct

involvement was the creation of the Task Force on Sport for Canadians in 1968. The purpose of the Task Force was to make "a comprehensive inquiry into the needs of amateur sport and the required federal role" (Campagnolo, 1977, p. 3). It was prompted by the "sorry performance" (Campagnolo, 1977, p. 3) of most Canadians in past international competitions and the strong desire to improve Canadian performance in the 1976 Olympic Games and the 1978 Commonwealth Games, both of which were to be hosted by Canadian cities. The final report outlined specific recommendations, most of which were implemented.

> In one of its most important conclusions, the Task Force drew attention to the variety of specialists required to raise the level of athletic standards, and emphasized that the day of the full-time professional coach, technical expert and sports administrator had now arrived. (Campagnolo, 1979, p. 16)

The implementation of the recommendations of the Task Force was apparent in 1970 in the decision to create:

1. the National Sport and Recreation Centre
2. the Coaching Association of Canada
3. Hockey Canada
4. the Canadian Academy of Sport Medicine

At this point it appeared that sport had become a priority with the Canadian government.

The Coaching Association of Canada was created in 1971 "to increase the effectiveness of coaching in all sports across the country" (*Sports Directory*, 1978-79, p. 91). In the same year, the National Coaching Certification Program was created as the primary means by which this mandate could be achieved. Essentially, the National Coaching Certification Program presented a framework within which all sports could develop their technical and practical programs while maintaining a common theoretical base built upon principles of coaching applicable to all sports (see Figure 1). Each sport in the National Coaching Certification Program was responsible for the development of their five levels of technical and practical certification. The theory component was designed to be applicable to all sports; its content included the role of the coach, the psychology of coaching, sports medicine, exercise physiology and other topics that undergird sound coaching principles. At present, theory components I, II and III have been written and implemented. The technical and practical components, because of their highly

THE NATIONAL COACHING CERTIFICATION PROGRAM

THE SCOPE OF THE PROGRAM:

This program has been designed to give coaches of all sports practically applied, up-to-date information on coaching. There are five levels, *each* level consisting of a general theory course, a sport-specific technical course and practical coaching experience. The program is standardized across the country to enable all coaches to benefit equally from the information available.

Level No.	Responsibility for Implementation	Major Focus	HOURS Theory	Technical (min. hrs.)	Practical (approx.)
I	Theory: Provincial/ Territorial Governments	Fundamentals — Daily Practice/ Instruction	14	8	1 yr.
II		and — Seasonal Schedule	21	12	3 yrs. (accumulative)
III	Technical & Practical: Provincial/ Territorial Sport Governing Bodies	Development — Year-round Schedule	25	16	5 yrs.
IV	Federal Government National Sport Governing Bodies and the C.A.C.	National/ International performance — National ↑ Multi-Seasonal Planning	?	?	?
V		↓ International	?	to be determined	?

Figure 1: The National Coaching Certification Program Scheme (CAC pamphlet, n.d.)

sport-specific content, became the responsibility of the national sport governing bodies, and have developed at varying rates.

Since its inception, the National Coaching Certification Program has had considerable impact upon the growth and development of Canadian sport. It has grown to incorporate 55 sports and reaches every part of Canada (*Coaching Review*, March/April, 1982). Although its ultimate goal was to produce top international competitors, the program's focus has been at the mass sport level. Participation and basic skill instruction have been the content of the first levels (I and II) of certification. This has reflected the philosophy adopted by the Coaching Association of Canada – that mass participation and elite sport are indeed on the same continuum and are, by no means, mutually exclusive. It also reflected a need for a change in coaching attitudes. The National Coaching Certification Program was endeavouring to replace the traditional attitudes of competition, intimidation and recognition of the 'star' with those of co-operation, respect and team recognition. The idea was to create a fun and play orientation intended to attract, not eliminate, children (Valeriote, 1977, p. 24-25). With the development of Levels I and II in over 50 sports, the National Coaching Certification Program laid the groundwork, in both technical and philosophical standards, that governs the future development and implementation of Levels IV and V, the levels of certification designed to prepare coaches to better train athletes for competition at national and international levels.

There has been a parallel development in the sport of gymnastics in Canada. Internationally, gymnastics has gained a much more prominent profile – a factor that has influenced the development of elite competitive gymnastics in Canada. But at the same time there has been a thrust to build recreational, mass-participation programs in gymnastics. As a result, the number of recreational gymnastics programs has multiplied to such a degree that there has been a severe shortage of qualified and competent coaches. Since 1975 the Canadian Gymnastics Federation, the national governing body for the sport of gymnastics, has attempted to alleviate this problem through a certification program for coaches. "The National Coaching Certification Program [for gymnastics] was prepared as an educational opportunity for individuals wishing to learn contemporary coaching/teaching in gymnastics" (CAC, 1979, fwd.). The immediate goal

of gymnastics certification was to provide a solid base for gymnastics among all Canadians through the development of coaches – "people with enough knowledge and experience to provide those very capable young athletes with the learning environment necessary for maximizing their talents" (CAC, 1977, preface).

How successful has the certification program in gymnastics been? Numbers would indicate that the impact has been substantial. As of December 1980, 5,000 people had completed the technical component of Level I certification (Kinsman, 1980). However, there have been weaknesses. Other requirements specified for full certification have not been well met – specifically, only 24 percent of the 5,000 coaches previously mentioned completed the practical part of the certification scheme in gymnastics (Kinsman, 1980).

Coaching certification, however, is still in its infancy. To retain its impact on Canadian sport and to further fulfill the mandate assumed in the early 1970s, the National Coaching Certification Program must certainly ensure the continued development of all levels of certification, and the levels already in effect must be continually revised and improved to meet the ever-changing needs of the Canadian coach. At present it is the practical component of coaching certification that has been identified as the weak link. Valeriote, the Co-ordinator for the National Coaching Certification Program, has stressed the need for better developed Practicals by the individual sport governing bodies:

> The National Coaching Council considers the most important component of the certification program to be the Practical. It realizes that this is a very difficult part of the program to evaluate but it would like to see more than time requirements being used for completion of the component. (CAC, *The Practical*, n.d., p. 1)

The majority of sports have required that the coach fulfill an hour-based time commitment for completion of the Practical. Only three sports – figure skating, table tennis and synchronized swimming – have defined other specific requirements. Kinsman, the Coaching Developmental Co-ordinator for The Canadian Gymnastics Federation, has identified this program of additional requirements as a necessary development for the continued improvement of the certification program in gymnastics. At present, gymnastics has stipulated a cumulative 50 hours and a one year commitment, respectively, for the completion of the practical components for Levels I and II. In an attempt to be consistent with the developmental nature of the National Coaching

Certification Program, the formulation of Practical requirements should occur first at Level I, and again at subsequent levels of certification.

Statement of the Problem

The problem considered was twofold: (i) to develop a manual for the practical component of Level I coaching certification in gymnastics, and (ii) to assess the effectiveness of this manual.

Sub-Problems

The three sub-problems were:

1. To identify any practical requirements that have been specified by other sports in the National Coaching Certification Program and by sport governing bodies of other countries in their certification programs.
2. To identify the objectives for a Level I practical manual in gymnastics, and what practical requirements would be needed to ensure the attainment of these objectives.
3. To identify criteria to be used in the assessment of the effectiveness of the practical manual.

Justification

The National Coaching Certification Program has influenced the growth and development of Canadian sport. First, it has contributed to an increase in the number and quality of sport programs available to Canadians through the training of more coaches. Second, it has exposed coaches to the current theories that undergird sound philosophical and methodological principles of coaching, and to the sport-specific technical and practical concepts. Third, it has contributed to Canada's improved standing as a sporting nation in international competition.

With specific reference to the sport of gymnastics, the National Coaching Certification Program has had a considerable impact, especially at the mass participation level - 5,000 coaches have completed Level I Technical (Kinsman, 1980). This wide

implementation of Level I Technical has contributed to the growing number of gymnastics programs enjoyed by many Canadian children. However, it is the case in gymnastics, as in other sports that are under the auspices of the National Coaching Certification Program, that coaches who have completed the technical coursework have not applied the technical, methodological and philosophical concepts to their own coaching environment. According to Valeriote (1978b):

> No matter how many coaching certification courses a coach takes, if he returns to a distorted sport environment he is not destined to last long as a coach. No matter how many children are funnelled into sport, if the sport environment doesn't change, they too are destined not to last too long. (p. 19)

The value of any instructional program is only realized in its application to an ongoing gymnasium teaching and learning situation (CAC, 1979, Fwd.).

The practical component of the National Coaching Certification Program has received considerably less attention than the technical and the theory components, and consequently has remained underdeveloped. According to Valeriote, "The goal is to have on-the-scene evaluation of coaches" (1978c, p. 23). This implies the need for a direct form of evaluation, perhaps involving observational analysis of the Level I coach. The difficulties inherent with this type of evaluation have been pointed out:

1. It takes a great deal of time and money to properly train evaluators.
2. With larger sports, it is difficult to evaluate all the coaches at the lower levels.
3. An artificial situation is created when a coach knows that he/she is being evaluated.
4. To do a proper job, a coach should be observed more than just one time. (CAC, *The Practical*, p. 1)

Indirect methods of evaluation have also been suggested:

1. The coach must submit either:
   a. practice plans that he/she has used.
   b. a seasonal schedule
   c. a yearly schedule.
2. A coach is required to attend another coach's practice(s) or game(s).
3. A self-evaluation checklist is produced by the sport and used by the coach.
4. A coach must apprentice with another coach.
5. A coach must teach the skills and employ the method of competition recommended for the age group being coached. A summary of the season is submitted listing positive and negative experiences and requests for further information.
6. A technical analysis of a player is done and submitted.
7. Pre-season, mid-season and post-season athlete questionnaires are submitted.
8. Game analysis summaries are forwarded and evaluated.

9. A summary of the group goal setting that occurred is forwarded.
10. Athlete assessment of the coach is done. (CAC, *The Practical*, p. 1-2)

However, these too, would require that someone evaluate the work done in order to determine whether or not the coach has indeed reached the competency level required. Again, this personnel was unavailable for the administrative and logistical reasons described above. An evaluation of the practical component for any sport under the National Coaching Certification Program has not been done. The three sports which have set down practical requirements have yet to study their effectiveness. Evaluative research is apparently needed in this area so that the intended purpose and value of the practical component can be realized. Until such research is done the credibility of the Practical as an integral component of the National Coaching Certification Program can be questioned.

It is the belief of the author that, at this time, a manual designed to guide the coach through the practical component would best solve the problem. Therefore, the design of such a manual and an assessment of its effectiveness as a coaching guide were the prime concerns of this study.

Delimitations

The study was delimited to the following:

1. the technical and practical components of Level I coaching certification in the sport of gymnastics,
2. a sample of 32 coaches who had completed the Level I technical course and who had begun their 50 hour requirement for completion of the Practical,
3. a panel of 12 experts from across Canada, and
4. a data collection period during the months of February to June, 1982.

Definitions of Terms

Canadian Gymnastics Federation: hereinafter abbreviated to CGF. It is a national sports governing body which, as one of its functions, carries out the mandate of the National Coaching Certification Program for the sport of gymnastics.

Coach/Instructor/Teacher of Gymnastics: A person who creates an environment in which the focus is to facilitate the learning of gymnastics fundamentals.

Coaching Association of Canada: hereinafter abbreviated to CAC. It is a federal association whose mandate is to improve the standard of coaching in Canada.

Coaching Candidate: A person who has taken either the theory or technical courses of the Level I certification program.

Education: It is a process which, through selected activities, systematically establishes and maintains conditions contributing to the achievement of learning objectives. (Little, 1979, p. 9)

Effectiveness: It is a judgment made about the worth of something (Willis, 1978, p. xvii). In the present study the assertion of worth is based upon judgment of content and meaning by two groups – a panel of experts and a group of coaches.

Evaluation Research: It is a systematic and methodological inquiry into the worth of something (Worthen & Sanders, 1973, p. 19). For the purposes of this study it assesses the effectiveness of the practical gymnastics manual.

Gymnastics: consists of five components. Artistic – consists of performing (in competition) compulsory and/or optional routines on four events for women (vault, uneven bars, balance beam, floor exercise) and on six events for men (floor exercise, side horse, rings, vault, parallel bars and horizontal bar). Educational – is a problem–solving approach to gymnastics activities emphasizing the concepts of space, force, time and flow. Modern Rhythmical – This form of gymnastics consists of team or individual (compulsory and/or optional) competition for women with the use of light hand apparatus (balls, hoops, ribbons, clubs, etc.) or without apparatus for free exercise. Recreational – encompasses all forms of gymnastics (artistic, modern rhythmical, trampoline and educational), and encourages the active involvement of all at the participation level. Trampoline – is a gymnastics form in which the performer executes somersaulting and twisting movements after being lifted into the air by a trampoline bed. (CAC, 1977, p. 7–9)

Learning: "Learning is a change in human disposition or capability which persists over a period of time and which is not simply ascribable to the process of growth." (Gagne, 1977, p. 5)

Level I Certification: It is a nationally recognized standard of coaching granted to a person who has successfully completed Level I Theory, Technical and Practical within a particular sport. Theory– a fourteen hour course that teaches general principles which are basic to all sports. Technical– a fifteen hour course that teaches sport–specific coaching information on progressions, techniques, spotting, conditioning. Practical– a specified time requirement to implement the knowledge learned in the technical and theory courses.

Manual: A set of instructions and requirements that is designed to guide the coaching candidate through Level I Practical.

National Coaching Certification Program: hereinafter abbreviated to the NCCP. It is a program implemented by the CAC to improve and standardize coaching methods and concepts across Canada.

Objectives: "A specific intent specifying some way in which the learner is to be changed by a program." (Pratt, 1974, p. 3)

Provincial Gymnastics Governing Body: It is an organzation that has, as one of its functions at the provincial level, the mandate of the NCCP for the sport of gymnastics.

Summary

The purpose of this chapter has been to introduce the area of research, to present a rationale for its study and to describe the necessary research parameters that were specific to the development of a practical gymnastics manual and the subsequent study of its effectiveness.

- CHAPTER II

A REVIEW OF THE LITERATURE

The purpose of this chapter is to present a review of the literature relevant to the study. The present chapter contains: (i) a review of certification programs, specifically the development of their practical requirements, in other countries as well as within Canada; (ii) a review of the current literature in the field of adult education; and (iii) a review of the current literature on evaluation research and program effectiveness.

Certification Programs

Since its inception, the NCCP has retained the original five level, three component (Theory, Technical, Practical) structure (See Figure 1, page 3). Fifty-five sports have been involved in this scheme, and all have reached varying stages in the development of their certification programs. In most sports, Levels I and II Technical have been written and implemented. Level I Theory, common to all sports, was written in 1974, Level II in the following year, and Level III in 1981. Since 1977 the theory and technical components have been under the auspices of the National Coaching Council, a body that was formed to ensure consistency in the future development of the theory and technical components. The Council has overseen a revision of the theory courses prior to the development of Level III, and it has required that technical courses be tested and revised before finalizing their content and methodology.

In contrast to this, the practical component has been neglected. The scope of this component was left to the discretion of the individual sport governing bodies, and the majority have done little to develop it. Originally, a time commitment in the number of contact coaching hours was set down as a guideline, and this has remained largely unchanged. Table tennis, synchronized swimming and figure skating were the only sports to have developed practical requirements. In 1975 the requirement for the completion of Level I Practical in gymnastics was set at 50 hours of contact coaching; it too, has remained unchanged.

The practical requirements for Figure Skating Level I has included four tasks: a coaching time requirement of 30 hours, a written record of the practical coaching experience, the coaching of a student who successfully meets a required standard and the completion of the St. John Ambulance Emergency First Aid course. The Synchro Swim Canada Instructor (a category that is equivalent to Level 1 Coach) has been required to complete a Logbook and a written assignment. The Level I Table Tennis coaching candidate has been required to submit a course report on the technical course in addition to completing a written exam, an umpire's test, a technical analysis of basic strokes, a practical test and a 25 hour coaching commitment (See Appendix A for samples of the requirements). The effectiveness of these methods on coach development have yet to be studied, and the extent of their application and use has yet to be documented or evaluated within the general scope of the NCCP.

The lack of development of the practical component of the NCCP has been evidenced through a review of its literature. It is apparent that practical requirements need to be developed and their effectiveness assessed to determine the ultimate viability of the Practical. Furthermore, an investigation of coaching certification programs in other countries did not uncover any specific examples of practical requirements for the guidance or completion of a practical experience. However, the present state of coaching certification in other countries and the ideologies upon which they have been based were noted. From this perspective some examples were considered relevant.

The Australian National Coaching Accreditation Scheme has been derived from Canada's NCCP. It is therefore similar in its mandate, structure and patterns of development. With specific reference to the sport of gymnastics, the technical course

guideline for Grade I does depart from Canada's Level I in that it includes practical sessions (Appendix B). The only practical requirement stipulated, however, has been the completion of 50 hours of contact coaching. In 1979 the Australian Coaching Council, like Canada, was addressing the question of: "How will evidence of coaching practical experience be documented and processed?" (Australian Coaching Council, n.d., p. 5). The Australian Council, like Canada, has not answered this question.

At the time of this study, there was no national scheme for coaching certification in the United States. However, there have been two independent thrusts to develop certification programs: one by physical educators and the other by the Michigan Youth Sports Study.

According to Parsons (1979), Coaching certification has been an issue in the American educational system since 1958. Five states have developed certification requirements (Minnesota, Iowa, Nebraska, South Dakota and Wyoming) mainly as a result of force applied by physical educators (*The Athletic Educator's Report*, 1981, p. 6). The athletic programs in the educational system have been faced with a growing problem: the number of athletic teams has been increasing and the number of qualified coaches has been decreasing (Bessemer, 1980). This has led to a number of related problems: the hiring of paraprofessionals, declining standards in athletic programs, and the setting of precedents in liability cases. In the words of one physical educator:

> Requiring certification of all interscholastic athletic coaches would be a major step forward for the coaching profession and interscholastic school sports....Since 1972 the standards, nonexistent or antiquated, have degenerated. (Adams, 1979, p. 1)

The need for certification of coaches in the educational system has been supported by a number of authors (Adams, 1979, 1980; Bessemer, 1980; McIntyre, 1979; Parsons, 1979), as well as being a frequent topic in the *Athletic Educator's Report*, a publication for physical educators.

The issue of certification has generated some important ideas. One that has had particular relevance to this study is that coaching certification programs should be competency-based, i.e., "coaches should be expected to demonstrate certain competencies in order to be certified to coach" (Adams, 1980, p. 19). In other words, the coaches must show that they can indeed coach. For example, Adams has suggested that the coach...

- develops aims and objectives for his/her professional work,
- selects appropriate strategies and tactics of teaching to facilitate learning,
- demonstrates ability to formulate practice plans,
- can administer appropriate first aid. (Adams, 1980, p. 20)

Adams included six categories, each with a lengthy list of competencies (Appendix C). The first step in the development of a competency-based program, the identification of desirable qualities, has been taken. The second step is pending: 'How are these competencies to be measured?'

> What is a satisfactory list of crucial skills and behaviours which a coach must possess, and will the public be open to an examination of these competencies in regard to a coach instead of assessing only the win-lost record?...The identified competencies should be the basis for certification. (Adams, 1980, p. 20, 30)

The present literature has not revealed an answer.

Another force that has resulted in the development of a certification program for coaches was the Michigan Youth Sports Study which began in 1975. This longitudinal study had the following objective:

> to assess the impact of selected competitive sports programs on the development of children and youth between the ages of five and seventeen years. The investigation is designed to seek evidence pertaining to the beneficial and detrimental effects of such programs on the physical, psychological and social development of young performers. (*Youth Sports Study*, 1978, p. 2)

The study had three phases, the first of which investigated the extent of participation of this age bracket of children in recreational activites and in agency and school-sponsored competitive sports programs. The second phase studied the welfare (physiological, social and psychological) of the children in competitive sports. And, the third phase was undertaken to:

> investigate and study youth sports activity programs, particularly the actual educational benefits that youth receive from these programs, to consider plans to improve these programs so that youth will be protected while enjoying these recreational programs,... (*Youth Sports Study*, 1978, p. 1)

The results of this study revealed findings relevant to the issue of coaching qualifications and certification. Of the coaches surveyed, 11 percent had received a degree in Physical Education or Recreation.

> Thus, while the majority of coaches, officials and administrators were educated beyond the high school level, the majority lacked any skills or competencies specific to physical education, recreation, first aid or growth and development which could facilitate their effectiveness as youth sport leaders. (*Youth Sports Study*, 1978, p. 166)

With respect to the specific issue of certification of volunteer coaches, 51 percent of

the coaches and administrators surveyed indicated their approval of a requirement for certification, and 74 percent of coaches and 76 percent of administrators thought that certification should be an optional process (*Youth Sports Study*, 1978, p. 152). This study has supported the need for some type of coaching/training education for the leaders of youth sports programs.

As a result of the Michigan Youth Sports Study, the Institute for the Study of Youth Sports was established in 1978. The goal of this organization was to assist adult leaders in providing positive and helpful experiences for all youth sports participants in Michigan. A three-pronged approach was implemented to attain this goal: (i) to do research on children who are active in sport, (ii) to supply educational materials to youth sport personnel, and (iii) to provide in-service education through workshops and clinics for volunteer coaches, officials and administrators (Youth Sport Institute, pamphlet). Other States (for example, North Carolina) have also established Youth Sports Institutes, and support from the American Association for Health, Physical Education, Recreation and Dance had been evidenced by the creation of the Youth Sport Task Force and the publication of several guides: *Youth Sports Guide for Coaches and Parents* (Thomas, 1977), and *Guidelines for Children's Sports* (Martens & Seefeldt, 1979).

The need for, and the subsequent development of, coaching certification programs has occurred in the United States. The development has not been nationally based as in Canada, but instead has been independently based on the needs of specific groups.

The reviewed literature of the coaching certification programs in the European and Eastern Bloc countries was found to be generally descriptive of entire sport systems and the underlying ideology; few specific programs were uncovered. Two basic characteristics of their system were noted. First, their system of sport schools and institutes, exposes the coach to a coaching environment which integrates the theory, technical and practical components within the instructional program (See Appendix D for an example). Within this system Canada's goal of "on-the-scene evaluation" would be immediately attainable. Practical experience is included within the theoretical and technical courses. Second, provisions have been made for furthering the coaches' qualifications. Since 1969 the German Democratic Republic has used a course system

with the express intent of unifying subject, method and practical qualification.

> Based on the requirements and results of practical educational activities the most important forms and possibilities of further qualification in the work process of the schools are:
> - joint preparation and evaluation of teaching.
> - demonstration of new teaching methods and aids.
> - individual and group attendance of courses and their evaluation.
> - exchanges of views in groups whose teachers are in subject groups or similar circles in the school.
> - reports compiled by teachers or groups of teachers and which are made available to others working in the educational sphere.
> - excursions to state-owned factories and scientific institutes. (Harmel, 1980, p. 23)

These courses have become extensive, taking up about four weeks per year over a maximum period of four years. The notable feature of these courses was considered to be the emphasis on the sharing of ideas and experiences among coaches.

Adult Education

The majority of the Level I coaches were assumed to be adults. Based upon this assumption, knowledge of the current theories of adult education and learning was considered necessary for the design and development of the practical gymnastics manual. From the literature available on adult learning theory and education, it would appear that until recently it was assumed that the adult learning process should just be an extension of the child's learning process (pedagogy). According to Knowles (1978), the adult learner has been largely ignored:

> Considering that the education of adults has been a concern of the human race for a very long time, it is curious that there has been so little thinking, investigating, and writing about adult learning until recently. The adult learner has indeed been a neglected species. (p. 27)

One reason for this, as suggested by Knowles, has been attributed to the predominance of the controlled, scientific investigations that have characterized research. It has been much easier to control rats and children than adults; subsequently, this has been where the body of knowledge on learning lies:

> We know more about how animals (especially rodents and pigeons) learn than about how children learn; and we know much more about how children learn than about how adults learn....And it is obvious that the conditions under which animals learn are more controllable than those under which adults learn....The fact is that all of the scientific theories of learning have been derived from the study of learning by animals and children. (p. 11)

Another reason for the lagging development of adult learning theory has been attributed to the loosely defined and undisciplined use of education-related terms:

> The literature of adult education has been bedevilled by the fact that writers use terms like learning, education, and self education interchangeably. Artful weaving through the conceptual undergrowth leaves practitioners confused and researchers hard-pressed to find a nomenclature which can be used to guide proposition construction, hypothesis formulation, and communication. (Little, 1979, p. 17)

The present status of adult learning theory can best be described as developmental. By 1940, owing to the insightful appreciation of Eduard Lindeman (1926) for the adult learner, "most of the elements required for a comprehensive theory of adult learning had been discovered...." (Knowles, 1978, p. 37). Since that time, these basic elements have been expanded, researched, and elaborated upon. It would appear that it is time to integrate the known elements, concepts and constructs into theory form:

> Although adult education is in an early stage of development as a field of scientific inquiry, it does possess a discernible body of knowledge consisting of concepts, classifications, typologies and definitions. Rather than continuing to accumulate knowledge in non-systematic forms, there is a need for a theoretical systematization of existing isolated facts, descriptions, generalizations and hypotheses. (Little, 1979, p. 4)

Little has presented a concept analysis (1979, p. 7); Knowles, the integrating concept of "andragogy" (i.e., any intentional and professionally guided activity that aims at a change in adult persons)(1978, pp. 27-59); Boyd and Apps (1980), a conceptual model based on three dimensions (transactional mode, client focus, and system) each of which have three aspects (pp. 1-13); and, Cross' conceptual framework for the study of adults as learners (CAL) based on two classes of variables: personal and situational (1981, pp. 234-251). Although a succinct and concise statement regarding adult learning theory has yet to be made, a theoretical position is clearly emerging. This position has been based on concepts and ideas taken from established learning theories and on how the adult learning process must differ from the pedagogical (i.e., pertaining to the child) learning process.

Briefly, on Learning Theory: "The construction of a fully satisfying theory of learning is likely to remain for a long time an uncompleted task" (Hilgard and Bower, 1966, p. 14). Hilgard and Bower made this conclusion upon endeavouring to present 12 theories of learning, a task that required nearly 600 pages in 1966. However, a basic characteristic of learning that has been noted in theory is the element of relatively permanent change in

a person as a result of learning. Whether this change is described/theorized in cognitive or behaviouristic parameters, it must be defined in order to observe its occurrence within various circumstances (Little, 1979, p. 8). In other words, as evidence of learning there must be some expected change in behaviour. What the expected change in behaviour might be is clearly situational. Kidd (1973) has outlined some general conditions of learning:

> First of all, it is well established that any skill can be learned with greater facility if the learner is given some understanding of the reasons that it is being learned. (p. 255)
>
> Second, in connection with most skills, there is also a body of information to be mastered and this of course must be clearly presented, preferably in a sequence related to his mastery of the skill. (p. 255)
>
> Third, it has been well-established that learning a skill happens with greatest effect if the practice of that skill is carried out under *actual* conditions and in the *actual* setting. (p. 255)
>
> But all agree that learning is most effective if carried on under conditions similar to where the knowledge, skill, or attitude will be practiced. By *effective* we simply mean the likelihood that what is learned will be utilized and applied. (p. 257)
>
> The key to learning is engagement – a relationship between the learner, the task or subject matter, the environment, and the teacher. (p. 267)
>
> The *agent* of evaluation may be very important. If the learning objective is simply reproducing what the teacher has taught, the result may just as well be measured by the teacher. But if a primary learning objective is for the learner to become autonomous, to begin to take over direction of his own learning, then it is highly important that he take a large share, if not the complete control, of the evaluation. (p. 291)

Tough (1976), in his discussions of nonhuman resources as the planner (in contrast to the teacher as planner), has stated that: The most efficient way to learn certain knowledge and skill is to rely on a carefully designed program, set of materials, or other nonhuman resource...(p. 125). Verner (1964) had earlier given support to the idea of systematized learning: Although learning may occur anywhere and under any circumstance, it is more apt to occur when specific processes to facilitate its achievement are applied systematically (in Dickinson, 1979, p. 14).

Briefly, the underpinnings of the adult learning process: According to Knowles (1978) Lindeman (1926) identified several key assumptions about how adults learn:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.

2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.

3. Experience is the richest resource for adults' learning; therefore the core methodology of adult education is the analysis of experience.

4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.

5. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time place, and pace of learning. (p. 31)

These assumptions are the foundational blocks upon which modern adult learning theory is being built. They have been expanded and elaborated upon by Knowles (1978). He has restated them with specific contrast to pedagogical learning processes and has drawn further implications for the andragogical process:

1 The assumption that as a person grows and matures, his self-concept moves from one of total dependency to one of increasing self-directedness.

2 The assumption that as a person grows and matures the role that experiences play and the meaning they carry move from being external and extrinsic to the person to intrinsic -- "To a child, experience is something that happens to him; to an adult, his experience is *who he is.*"

3 The assumption that as a person grows and matures his readiness to learn becomes less in response to academic pressures but more in realizing what he needs to learn to achieve/attain a sense of life satisfaction.

4 The assumption that as a person grows and matures his interests change from the subject-centered orientation taken by pedagogy to a problem-centered orientation. Learning is required so that he can deal more effectively with current life situations (Knowles, 1978, pp. 55-59).

The above assumptions carry definite practical implications for the adult educational process. It is the effectiveness of the learning process designed for coaches in the Level 1 practical gymnastics manual that is of prime concern in this study. Gaining a basic understanding of learning theory and the current "knowns" of adult

learning, was considered critical in the development of an effective manual.

Evaluation Research

The literature considered relevant to the study of program effectiveness was reviewed for the purposes of: (1) describing the present status of evaluation research, and (ii) discussing the current status of qualitative research methodology in educational research.

Evaluation research is an emerging field (Giroux, Penna & Pinar, 1981; Filstead, 1979; Walker, 1973). It has evolved in an eclectic fashion in response to the repeated call for accountability from educational authorities and from the rising number and diversity of educational problems. Its growth has been hindered by loose definitions. In the early 1970s "evaluation" and "research" were considered independent terms by Worthen and Sanders (1973) and were defined as such. This distinction was based primarily upon the interpretation of research as an activity leading to generalizations about knowledge, and evaluation, as a specific investigation of worth with no tendency toward generalizability (p. 19). However, other authors had used the term "evaluation research" during this same time period to describe a process that attempted to measure the effects of a program against its initial goals and to subsequently offer recommendations for its improvement (Weiss, 1972, p. 6; Walker, 1981, p. 282). Evaluation research clearly is recognized in its own right. Schubert (1980) supported Schwab and others in their call for a conception of research that is distinctively educational and evaluative (p. 20).

The evolution and maturation of evaluation research has been influenced by a number of disciplines and their trends in research methodology. The contributing disciplines have most notably been psychology, sociology, anthropology and medicine; the trend has swung from a scientific, quantitative, theoretical approach to a more subjective, qualitative and practical approach. It is this current trend that is reviewed.

The qualitative evaluation methodology that has recently emerged in educational research has strong supporters. Stake (1972), Schwab (1975), Apple (1978), Schubert (1980), and Bogdan and Biklen (1982) have viewed it as the most relevant type of research to deal with current educational issues. Apple has argued that research has, in

the past, measured the beginning and the end of the educational process, but has paid scant attention to the very process (p. 495). Schwab has criticized past research for its detached state of trying to gain academic respectability through acclaimed scientific research, and while doing so, ignoring the multiplicity of problems that actually plague educational institutions and endeavours (Schubert, 1980, p. 19). Schubert supported Schwab by saying that "educational research must be fashioned from the fabric of educational practice" (1980, p. 19). Bodgan and Biklen (1982) have reported on the growth of qualitative methodology in educational research over the past ten years. They have noted that one of the most significant contributions made to qualitative research was done in 1932 during which time educational research was predominantly scientific, quantifiable and predictive. This contribution was made by Willard Waller who stressed the understanding of the social milieu in which the educational process occurs, and the relevance of qualitative investigations in the descriptions of the social world of education (p. 13). Further, Bogdan and Biklen (1982) emphasized this point in their discussion of how quantitative techniques show that change has occurred, but that qualitative techniques show <u>how</u> change has occurred (p. 29). A similar distinction was made by Stake (1972) between products and processes of education:

> My orientation here is around educational programs rather than education products. I presume that the value of a product depends on its program of use. The evaluation of a program includes the evaluation of its materials. (p. 94)

Stake saw the integral components of evaluation to be full description and judgment of the educational progress, not merely a reporting or statistical interpretation of program products (p. 96). His approach is holistic – evaluation depends upon finding the *contingencies* among antecedents, transactions and outcomes, as well as finding *congruence* between intents and observations:

> In the sense that evaluation is the search for relationships that permit the improvement of education, the evaluator's task is one of identifying outcomes that are contingent upon particular antecedent conditions and instructional transactions. (p. 99)

According to Giroux <u>et al.</u> (1981), "The conceptual-empiricists represent the leaders in the emerging field of evaluation" (p. 234). Methodologically, they tend to use both quantitative and qualitative techniques drawn from the behavioural and social sciences. However, there has been a trend from the quantitative to the qualitative, "As

quantification has lost some of its luster in recent years,..." (p. 234). Filstead, and Ianni and Orr have also described the need for complementary use of qualitative and quantitative research in program evaluation (Cook & Reichardt, 1979). Filstead (1979) has presented a rationale for the integration of qualitative methods with quantitative methods in program evalution:

> Perhaps the bottom line in the integration of qualitative methods with quantitative methods in program evaluation activities is that the qualitative methods provide the context of meanings in which the quantitative findings can be understood. (p. 45)

Bogdan and Biklen (1982) have recognized that researchers attempt to employ both components, but have warned that trying to combine a sophisticated quantitative study with an in-depth qualitative study is difficult - "rather than producing a superior hybrid, [it] usually produces a piece of research that does not meet the criteria for good work in either approach" (p. 39).

This review of literature on evaluation and education research has noted a particular tendency toward qualitative methodology. As evidenced above, qualitative techniques encourage the researcher to evaluate process whereas quantification emphasizes the measurement of outcomes. Essentially, the two different approaches are grounded on two different sets of assumptions (Bogdan & Biklen, 1982, p. 39; Cook & Reichardt, 1979, pp. 26-27; Filstead, 1979, p. 45). Whereas quantitative research seeks to verify and confirm theories, qualitative research seeks to discover/generate theories (Cook & Reichardt, 1979, p. 17). Quantitative research strives toward generalizability based upon evidence of statistical validity and reliability. Qualitative research, on the other hand, strives to elucidate the meaning, to gain an understanding of the present situation and its effect upon its current participants. Generalizability is not the goal; immediate understanding is:

> The subjectivists are less interested in arriving at a proposition that is "true" (in the generalizable sense) than in relating the evaluation to the particular experience of the audience. They attempt to gain valid insights within the frame of reference of the group for whom they are working....The evaluation is intentionally context-bound and findings are interpreted in context. (House, 1978, p. 8)

House has redefined validity for qualitative methodology from a subjective point of view. He has presented validity "as being relative to the conditions of the human mind....subjective validity means that truth is relative to human nature and perhaps even to

particular humans" (p. 8). Given that the human mind is influenced by experiences involving different situations and different people, then the validity of a qualitative analysis is concerned with, and established through, constant reference to the knowledge and experiences of others participating in the situation (Aoki & Harrison, 1978, p. 6). Reproducibility is not a major criterion (House, 1978, p. 8). To reiterate, the assumptions upon which the quantitative and qualitative approaches are based are conceptually and purposefully distinct. According to Filstead (1979), a better balance needs to be struck between the two approaches. This would not obscure their theoretical underpinnings; instead, it would allow for a better fit for a variety of research methods to the evaluation problem.

The present study is concerned with the effectiveness of an education program. An argument for eclecticism in educational research has been made by a number of researchers. Shulman (1981) saw educational research as having an inherent degree of methodological diversity because it is a field of study that draws from various disciplined inquires, and is not itself a discipline. ("Discipline" connotes a systematic and well-defined body of knowledge grounded on established fact.)

> A major reason why research methodology in education is such an exciting area is that education is not itself a discipline. Indeed, *education is a field of study*, a locus containing phenomena, events, institutions, problems, persons, and processes, which themselves constitute the raw material for inquiries of many kinds. The perspectives and procedures of many disciplines can be brought to bear on the questions arising from and inherent in education as a field of study. As each of these disciplinary perspectives is brought to bear on the field of education, it brings with it its own set of concepts, methods, and procedures, often modifying them to fit the phenomena or problems of education. (Shulman, 1981, p. 6)

Giroux et al. (1981) have reported that there are few educational research instruments and practices that are applicable to all educational settings and problem areas. They see the major influence as coming from sociological and anthropological methods (pp. 233-234). Filstead (1979) has recommended the use of a variety of data sources to enhance the validity of the observations made about a given aspect of the program being studied. He has also suggested that the initial course and direction guiding the evaluation may change, be corrected and/or modified as the incoming data is analyzed (p. 44).

In consideration of the present problem and the current literature on evaluation research, a predominantly qualitative approach has been taken. The details of methodology are outlined in the next chapter.

SUMMARY

This chapter has presented a review of the literature relevant to the design and development of a practical gymnastics manual and to the study of its effectiveness. The review of certification programs and the current theories of adult education was applied to the development of the manual; the review of the current literature on evaluation research provided a methodological base upon which to structure a study of the manual's effectiveness.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The research involved a pilot study to determine whether a practical manual, written for the Level I Gymnastics Certification Program, was effective or not. The study was largely descriptive; ordinal measures (from the questionnaire) were used as one assessment of effectiveness and supplemented by information from the interviews and returned manuals. The immediate goal of the research was to assess the manual's effectiveness; the ultimate goal was to identify the major strengths and weaknesses of the manual so that it can be revised, improved and further developed for national use.

The Gymnastics Practical Manual

The practical manual (Appendix E) was developed in response to the need of the Level I coaching certification program in gymnastics to have a better defined practical component. In light of the delivery structure of the NCCP and what is known about adult education and learning, the manual was designed and developed as a learning guide by which coaches could evaluate their own degree of competence at the outset of the practical component, work to upgrade it and then re-evaluate it at the end. A number of activities/tasks were developed based upon the Level I technical gymnastics manual. The content of these activities/tasks were derived from the philosophical, the technical and the methodological content of Level I Technical. Essentially, the practical gymnastics

manual was designed to assist the coach in implementing and completing the practical component of Level I certification in gymnastics.

The Pilot Study

The pilot study consisted of a field test of the practical manual by 32 practising gymnastics coaches in Alberta, and an evaluative analysis by 12 people in Canada considered to be experts in the sport of gymnastics. Both the coaches and the experts were surveyed; the coaches, primarily to determine the manual's usefulness to them; the experts, to assess the relevance of the contents to the stated objectives and its perceived usefulness in the gymnastics environment. Then, in light of the definition of "effectiveness" and the criteria used to operationalize it, the results of the two surveys were integrated and an assessment of the manual's effectiveness was made by the researcher.

The Sample: Composition and Selection

In *The Practice of Social Research*, Babbie (1979) has discussed the use of nonprobability sampling: "Occasionally it may be appropriate for you to select your sample on the basis of you own knowledge of the population, its elements, and the nature of your research aims...." (p. 195). In the present study nonprobability, purposive sampling was considered most appropriate to gain the desired information; therefore the eligibility of the subjects, both coaches and experts, was restricted. The coaches' eligibility was contingent upon their recent completion of Level I Technical in gymnastics and their current coaching situation. The panel of experts' selection was based entirely upon their contributions to the development and delivery of Level I certification in gymnastics. Consequently, all subjects were selected.

Coaches

The selection of subjects was determined in the following manner:

1. A list of Level 1 technical gymnastics courses was obtained. Five courses were offered during January and February of 1982 (Appendix F), rendering between 55 and 75 eligible coaches.

2. The course conductor for each technical course was contacted, and requested to introduce the practical manual to the coaches. Further to explaining why the manual had been written and its content, the course conductors were then asked to solicit interested coaches who would complete their 50 hour practical requirement before June 1982. The course conductors were then requested to mail a copy of their course registration list, with the prospective subjects indicated, to the researcher.
3. In addition to this, University of Alberta students who had completed their Level I technical course within the last year were approached. In this case the researcher dealt directly with the subjects; no course conductor was involved.

Panel of Experts

The panel of experts (Appendix G) was comprised of 12 people from across Canada who have made notable contributions to the development and implementation of the Level I technical course in gymnastics. The selection of these people was decided upon after consultation with Kinsman, the Developmental Program Co-ordinator for the Canadian Gymnastics Federation.

The Research Instruments

Two questionnaires were constructed. In the design of the questionnaires the researcher attempted to practically apply factors that have been shown through research to improve the success of questionnaire use (Babbie, 1979, pp. 315-335; Kelsall, Poole & Kuhn, 1972, pp. 344-357). These factors were: (i) the questionnaire should be well spaced, giving it an "uncluttered" look; (ii) the introduction to the questionnaire should be explicit and concise; (iii) the order of the questionnaire should complement the study of the research problem so that the respondent is given a sense of continuity; and (iv) a simple method of responding should be used to encourage the respondent to answer, as well as to facilitate the coding of the results.

Coaches

A self-administered questionnaire (Appendix H) was given to the Level I coaching candidates upon their completion of the manual, to determine the value of the manual to them. The questionnaire was divided into two parts: Part A asked questions regarding the

usefulness of the manual to the coaches. Ordinal measures, three- and four-point scales, were used, as were charts; the latter required a checkmark (✓) or a "yes" or "no" answer. Part B contained open-ended questions inviting suggestions on how to improve the manual. This questionnaire was prefaced by brief instructions and two questions regarding the coaches' completion of their 50 hour requirement and their past gymnastics experience.

Panel of Experts

A manual accompanied by a questionnaire (Appendix H), was given to a panel of experts for critical analysis. The undergirding question upon which the questionnaire was designed was: Does the practical manual meet its objective of helping coaches to adapt and to implement the materials given to them in the Level 1 technical gymnastics course? The questionnaire consisted of: (i) an Introduction which stated the objectives for writing the manual and for its particular design; (ii) Part A – questions on the relevancy of the content of the manual to the researcher's objectives; (iii) Part B – questions on the perceived usefulness of the manual for the coaches; (iv) Part C – questions on the manual's overall effectiveness; open-ended questions inviting suggestions for improvement of the manual; and a Decision Rule question [1] requesting the experts to indicate which parts of the manual should be 'definitely included', 'included, but revised', or 'not included'. The questions in Parts A, B, and C were constructed as four- and five-point scales, requesting the experts' opinion regarding the content, usefulness and effectiveness of the manual.

The Interview and Interview Schedule

A purposive sample of interviews, with coaches only, was conducted to add depth and richness of data to the information gained through the questionnaire. A focused interview technique was used. The description of the focused interview (Merton, Fiske & Kendall, 1956) was used as a reference in the development of the interview schedule. The characteristics of a focused interview are: (i) all persons have been involved in a particular situation; (ii) the structure and content of the situation has been analyzed by the researcher who then develops an interview guide focused on the

[1]The Decision Rule was set at .60, i.e., if 60% of the experts indicated that a Part/Section should be kept, revised or deleted, this recommendation was accepted.

major areas of inquiry; and (iii) the interview is respondent-centered, focusing on the subjective experiences of the respondent to ascertain their definition and interpretation of the situation (pp. 3-4). In the present study, the interviewees had all taken a Level I technical gymnastics course and had used the practical manual. The researcher had identified the major areas of inquiry (i.e., the adaptability and the value of the manual and its components to the coaches' and their environments), and then sought the coaches' impressions. A diversity of relevant responses (i.e., regarding the manual's strengths and weaknesses in a variety of coaching situations) was considered important to ultimately produce a practical gymnastics manual adaptable to most Level I environments. According to Merton et al. (1956), one of the strengths of the interview is that it uncovers a diversity of responses. Further to this purpose , a nondirective approach was used. Merton et al. (1956) described this approach and its use:

> It gives the interviewee an opportunity to express himself about matters of central significance to him rather than those presumed to be important by the interviewer... it allows his responses to be placed in their proper context rather than forced into a framework which the interviewer considers appropriate. (pp. 13-14)

In an attempt to determine the manual's value to each coach, unstructured (i.e., stimulus and response free) and semi-structured (i.e., either the response or the stimulus are structured or free) questions were primarily used, encouraging the respondent to indicate the foci of attention/discussion (Appendix I). It was considered critical that the respondents describe their interpretation of the manual's use.

Nine interviews were arranged and conducted. In some cases the interviews deviated from the original schedule because the coaches had completed very little of the manual; the coaches were interviewed on the Parts of the manual they had used. Most interviews were recorded by use of a cassette recorder. Subsequently the notes taken during the interview were supplemented by the information on the tapes.

Data Collection

Distribution and Return of Manuals and Questionnaires: Coaches

Once a tentative list of coaches was drawn up, the potential subjects were contacted by telephone. Four calls were made to each coach (Appendix J). The purpose of the first call was to outline the intent of the study, to determine subject suitability and

to seek subject consent. Once consent was obtained the manual was mailed to the coaches. This mailing included: a letter of introduction to the study from Kinsman, and an information letter from the researcher; a letter to the eight coaches from the Rocky Mountain House course from Hanna, the course conductor (Appendix K). To ensure that all manuals were received and that they could be used, a follow-up telephone call was made one to two weeks later.

During the month of April a third call was made to each coach inquiring when they anticipated completing their manual and/or gymnastics program. At this time it was explained that upon completion of their manual/program they would be sent a questionnaire to evaluate the usefulness of the manual to them. They were requested to return both the manual and the questionnaire upon completion. Addressed, stamped envelopes were then mailed out to each coach along with the questionnaire.

During this time, a sample of coaches to interview was determined. In talking with the coaches three times on the telephone, the researcher gained an awareness of which coaches were able to make a concerted attempt to incorporate the activities/tasks of the practical manual into their program. A fourth call was made toward the end of May requesting interviews with these individuals and arranging to collect the manuals and questionnaires that had not been returned. The interviews and collections were completed during the first two weeks of June 1982.

Distribution and Return of Manuals and Questionnaires: Experts

Once a tentative list of people was drawn up (Appendix G), they were contacted by telephone. The nature of the study was explained, and their consent to analyze the manual was sought. As soon as a commitment was gained, each expert was mailed a manual accompanied by a questionnaire. They were requested to fill out the questionnaire and return it to the researcher. A follow-up telephone call was made at the end of April to ensure return. In some cases, two or three more calls were made during May to those experts who had not returned their questionnaire.

Manual and Questionnaire Returns: Coaches

A one hundred percent return was not expected because of the following two situations. In one situation the Head Coach of a gymnastics club returned one manual and one questionnaire on behalf of herself and her four coaches (all had been mailed manuals).

In another situation, a husband and wife returned one manual and one questionnaire between them. The researcher was aware of and had discussed both situations with the coaches involved. In the first case, receiving returns from all five coaches would have resulted in unrepresentative repetition because the Head Coach did most of the program and lesson planning. In the latter case, a lack of time was accepted as a reason for a joint return. Consequently, 27 manuals and 27 questionnaires (five less than the number issued) were expected.

Eight manuals and questionnaires were returned by mail. Arranging to collect the rest of the manuals resulted in 14 additional manual returns and 15 additional questionnaire returns. If the manual had only a few Parts completed it was left with the coach as it would afford the researcher little information for future manual revision.[2] Total returns were: 22 manuals (81.5%) and 23 (85.2%) questionnaires.

Of the 23 questionnaires returned, 19 were usable; four questionnaires were not answered and were therefore not usable. Table 1 summarizes the data on returns. All other questionnaire returns and most manual returns were at least partially complete. It was noted that the completeness of the questionnaire depended upon the completeness of the manual. The reasons why the coaches did not complete the manuals are discussed in Chapter IV as they relate directly to the assessed effectiveness of the manual.

Manual and Questionnaire Return: Experts

Twelve manuals and questionnaires were mailed out; only the questionnaire was requested back. Two experts returned one manual and one questionnaire between them. Other than that, all questionnaires and six manuals were returned (Table 1).

Data Processing and Analysis

Effectiveness was defined earlier as 'a judgment made about the worth of something'. In the present study the assertion of worth of the practical gymnastics manual was based upon judgments of the content and meaning by a panel of experts and a group of coaches. To determine if the manual was indeed effective, criteria for this purpose were established. These criteria were developed in conjunction with the rating scales used. For the five-point, the four-point and the three-point rating scales used,

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[2]The purpose of having the coaches' manuals returned was to aid the researcher in the revision of the manual.

TABLE 1

MANUAL AND QUESTIONNAIRE RETURNS

Coaches

	Manuals	Questionnaires
Expected	27	27
Mailed	8	8
Collected	14	15
Total	22 (81.5%)	23 (85.2%)
Usable	22	19

Experts

	Manuals	Questionnaires
Expected	none	12
Returned	6	11

two-thirds of the responses must be within the top two ratings; for a two-point answer, again two-thirds of the responses must be given the highest ranking. This criteria was also applied to the Decision Rule in the experts' questionnaire.

The questionnaires were coded for an SPSS computer analysis. Frequency data were obtained for each rating scale (Appendix L). The data from the coaches and the experts were integrated so that the judgments on the goals and content of the manual and the judgments of usefulness, as felt by the coaches and as perceived by the experts, were combined. This information was supplemented by that gained from the interviews with the coaches and the comments offered by the coaches in their questionnaires and by the experts in their questionnaires and manuals.

The manual was analyzed by Section, giving separate analysis to each Part. An assessment of effectiveness was made for each Section; these combined allowed an assessment of effectiveness to be made for the entire manual.

CHAPTER IV

FINDINGS OF THE STUDY

The present study was concerned with the development of a practical gymnastics manual and the subsequent study of its effectiveness. The purpose of this chapter is to report upon the results of this study. "Effectiveness" has earlier been defined as an assertion of worth of the practical gymnastics manual based upon the judgment of the content and meaning by coaches and experts. Specifically, the panel of experts were asked to judge the relevancy of the content to the stated objectives, its perceived usefulness for the practising coach and its overall effectiveness. The coaches were asked to judge its purpose and its usefulness, or value, to them in a Level I gymnastics coaching environment.

The following is a report on the effectiveness of each section of the manual, its component Parts and its overall effectiveness. The data from the questionnaire are further explained by information gained through interviews with coaches and comments made in the manuals by the experts.

Section 1

Certain competencies have been identified as most desirable for a Level I coach (Appendix E, pp. 93-97). The purpose of Section 1 of the practical gymnastics manual was to help the Level I coaches assess their competencies. To this end, Section 1 was divided into three parts: Part I was designed to increase their awareness of the desired

competencies; Part II was designed to rehearse, and perhaps improve, their knowledge gained from the Level I technical manual; Part III was designed to help the coaches assess their strengths and weaknesses (Appendix E, pp. 103-107).

The results[1] (shown in Table 2) indicated that the majority of the experts (.85)[2] felt that the content was either "excellent" or "very good" in attaining the objectives outlined (a five-point scale was used: excellent, very good, adequate, fair, deficient). All nine of the experts who responded to the Decision Rule said that the component Parts of Section 1 should be kept. Two experts (i.e., per Part) suggested that Part I and Part III should be included but revised. Several experts felt that the phrase "How Confident Do You Feel To...?" in Part III should be replaced with "Do You Have The Ability To...?" because they could see coaches feeling confident about doing something, but not necessarily having the ability. With regard to Section 1, one expert commented: "Age and experience would seem to be a consideration for using Section 1. An adult or experienced coach may appreciate the introspective challenges of Parts II and III. The younger coach or the 'club' coaches would probably ignore it (and be poorer for it!)."

All of the coaches (19) felt that Section 1 helped them to become more aware of their competencies. They felt that the weakest area of Section 1 was Part I. On a three-point scale (yes, somewhat, no) 12 coaches (.63) said "yes", four (.21) said "somewhat" and three (.16) said "no". They felt that, although it did serve as a reminder of Level I Technical, Part I did not enhance or increase their awareness, and that this awareness was best gained through their experiences as teachers and as coaches.

The experts rated Part I the weakest in Section 1 as well. Only seven (.70) responded that the content was either "excellent" or "very good"; nine (.90) rated both Parts II and III as "excellent" or "very good" (10 experts responded for Section 1). Two suggestions were made by the experts: to re-organize the material and to replace words such as "understands", "can provide", "believes", with stronger action words.

All Parts of Section 1 were completed by the coaches (Table 3). Fourteen out of the 19 coaches (.74) found it "valuable", three (.16) "very valuable", and two (.10) "not very valuable" (a four-point scale was used: very valuable, valuable, not very valuable, not at all

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[1]Raw data can be found in Appendix L.
[2]All statistics are based on completed questionnaire items. The blank or improper responses were not included.

TABLE 2

Data from Section 1

Experts: content (proportional frequencies)

excellent	.40
very good	.45
adequate	.10
fair	.02
deficient	.02

Experts: Decision Rule (frequencies)

	Part I	Part II	Part III
definitely include	7	9	7
include, but revise	2	0	2
Do not include	0	0	0

Coaches: purpose (proportional frequencies)

yes	.67
somewhat	.25
no	.08

Coaches: value (proportional frequencies)

very valuable	.21
valuable	.74
not very valuable	.06
not at all valuable	0

TABLE 3

Manual Completeness: Coaches

	Complete	Incomplete	Blank
Section 1			
Part I	19	0	0
Part II	18	0	1
Part III	18	0	1
Section 2			
Part IV	11	3	5
Part V	7	6	6
Part VI	10	4	5
Part VII	6	7	6
Part VIII	8	5	6
Section 3	not surveyed		

valuable). They reported finding Section 1 valuable because it provided them with an overall assessment of themselves in the role of a Level I coach. Those responding negatively did so because they felt that it told them nothing that they did not already know and that therefore, it was a waste of time.

In light of the definition of "effectiveness" (Chapter I, p. 9) and its criteria of operationalization (Chapter III, p. 31), Section 1 of the practical gymnastics manual, and each of its component parts, was assessed as "effective". From the comments made by both the coaches and the experts, two factors would appear to influence this effectiveness: first, the maturity level of the coaches – the less mature coach may not realize the benefits of self-assessment; second, the span of time elapsing between the coaches taking Level I Technical and doing their practical component. Ideally, this time should be minimal, giving the coaches the opportunity to practise what they have just learned. However, if the time elapsed is minimal, then Section 1 may seem superfluous because the Level I philosophy, content and experience would be fresh in their minds. Section 1 may increase in value to the coaches, thereby becoming more effective as a review, as the time between Level I Technical and Level I Practical increases.

Section 2

Following the coaches' assessment of their perceived competencies, their strengths and their weaknesses, Section 2 was designed to guide the coaches' development over their 50 hour coaching commitment. To this end, Section 2 was composed of five Parts. Part IV was designed to help the coaches plan and evaluate their program and their lessons. It provided the coaches with ideas and activities for planning circuits, using games, using the CGF Development Program; and with worksheets and evaluation forms. Consequently, Part IV comprised the greater portion of the manual.

The panel of experts was requested to judge the content of Part IV on a five-point scale (excellent, very good, adequate, fair, deficient). They were given six criteria upon which to rate the content in consideration of the objectives outlined. The majority of the experts (.86) felt that the content of Part IV was "excellent" or "very good" (Table 4). When asked to judge its perceived usefulness to the practising coaches, almost all of the experts (.92), in consideration of the seven criteria of usefulness, felt

TABLE 4

Data from Part IV

Experts: content (proportional frequencies)

excellent	.42
very good	.44
adequate	.09
fair	.05
deficient	.00

Experts: usefulness (proportional frequencies)

extremely useful	.48
very useful	.44
not very useful	.07
not useful	.01

Experts: Decision Rule (frequencies)

definetely include	3
include, but revise	6
do not include	0

Coaches: value (proportional frequencies)

very valuable	.33
valuable	.53
not very valuable	.12
not at all valuable	.02

that it would be "extremely" or "very" useful to the Level I coach (Table 4). The weakest part, according to the experts was the lack of consolidation and integration of the planning activities – the coaches were not given enough direction on how to integrate, conceptually or practically, the suggested ideas and activities. Specifically, the lesson plans, circuits and checklists were presented separately without explicit direction on how to integrate them. After identifying this weakness, the experts suggested solutions: (i) incorporate an illustrated overview of lesson planning; (ii) write cues such as "don't forget to fill out your checklists" on the lesson planning and circuit worksheets (Appendix E, pp. 127, 129); and (iii) provide sample lesson plans with completed sample lesson and circuit worksheets, evaluation sheets and checklists. It was suggested by one expert that sample lesson plans, complete with sample evaluations, may help the coaches identify new areas of strength/weakness as well as encourage them to be honest in self-assessment.

Another aspect of the manual that was questioned by the experts was the emphasis given to the "theme" idea of lesson planning (Appendix E, p. 25). A number of experts stated that lesson plans can, and should be, conceptualized in a variety of ways, and that the coaches should not be led to believe that conceptualization by theme is the only approved method. It was suggested that lesson plans could also be based upon the progression from dominant movement patterns to more complex skills. Other criticisms and suggestions made by the panel of experts are listed in Table 5.

Through their ratings and remarks the experts conveyed the idea that they felt the content of Part IV to be very good and that it would be useful to coaches, but that it needed revision. This was supported by their response to the Decision Rule: all nine said to include Part IV; six of the nine felt revision was needed (Table 4).

The coaches were asked to rate the individual activities of Part IV on a four-point scale (very valuable, valuable, not very valuable, not at all valuable) (Appendix L). In response to 11 items most coaches (.85) felt that these activities were either "very valuable" or "valuable"[3] (Table 4). From the ratings given to the various activities, the Long Term Plan and the Physical Development and Apparatus Checklists were more frequently

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[3]Note that this statistic reflects only those coaches responding to the question. Table 3 shows that 11 out of 19 coaches (.58) completed Part IV of the manual, 3 (.16) did not complete it, and 5 (.26) did not complete the questionnaire item.

TABLE 5

Part IV: Suggestions and Criticisms by the Experts

1. Clearly mark all lesson plans and circuits as "SAMPLE", or use a specified colour of paper to indicate samples.
2. Omit the Apparatus Checklist because it is superfluous to the Long Term Plan and the apparatus layout in the lesson plan worksheet.
3. Include more Red, White, Blue Development Program activities and diagrams.
4. Improve the link between the Long Term Plan and its evaluation sheet.
5. Keep the front-to-back design of the worksheets and the evaluation sheets.
6. The time allotted to the activities in Lesson Plan 1 and Lesson Plan 2 was too long causing the children to do an excessive amount of one skill/activity and demanding lengthy attention spans from young children. Thus, increase the number of activities, shortening the time for each one.
7. Ensure that both lesson plans are "water-tight" for all ages of children, both sexes, any class size up to 30, and for a wide variety of coaches' personalities.
8. Stress that warm-ups should serve primarily as "mood-setters".
9. Lessen the emphasis on circuits, and give more to station, task or problem-solving approaches.
10. Give further information on how to adapt apparatus so that it is multi-purpose.
11. Give more emphasis to "landings".
12. There should be some indication of what performance goals are expected (for example: The children will be able to do cartwheels on both sides).
13. The Gymnastics and Related Games Checklist (Appendix E, pp. 55ff) should be renamed "Gymnastics Games and Activities" to coincide with a book presently in press.

rated as "not very valuable" or "not at all valuable": 5/16 (.31), 3/12 (.25), 5/12 (.42), respectively. A possible reason for the poorer rating given to these activities reflects the experts' criticism (above) regarding the lack of integration of planning activities. Had these activities been better integrated they may have had more meaning for the coaches. Some coaches reported being confused by the checklists; they did not understand their purpose and consequently, found them to be "tedious and boring". The need to better integrate the planning activities was again supported by the responses of the coaches to the question of how valuable the Long Term Plan Evaluation and the checklists were in helping them to reflect upon the quality of their program. Only eight of 11 coaches (.73) found the Long Term Plan Evaluation to be of value; seven of 12 (.58) found the checklis checklists to be of value; eight and seven coaches, respectively, did not respond to this questionnaire item (Appendix L). These findings and comments strongly suggest better integration of the planning activities.

In general, the coaches found Part IV to be valuable because they were encouraged to plan more thoroughly, to identify their planning strengths and weaknesses, and to search for new ideas, games and activities. It was a common suggestion made by many coaches that more resources for activities, circuits, lesson plans and games be incorporated into the manual.

In light of the ratings made and the comments given by both experts and coaches, Part IV has been assessed as effective, but with the need for revision.

Parts V, VI and VII were designed to encourage the Level I coaches to continue to adapt the content and methodologies of Level I Technical to their particular gymnastics environment. Part V was a task analysis in which the coaches were to observe other Level I coaches for the purpose of increasing their awareness of their own competencies. Seven of the 10 experts (.70) who responded to the content value rated it as "excellent" or "very good" (a five-point scale was used: excellent, very good, adequate, fair, deficient); all 11 felt as though it would be useful to the coaches (Table 6). However, only six of the 10 coaches (.60) who responded to this question thought that Part V was of value; nine out of 19 coaches (.47) did not respond. From Table 2 it can be seen that only seven coaches completed this Part. The remarks from the coaches indicated that they appreciated the opportunity to learn from watching others.

TABLE 6

Data from Section 2

	Part IV	Part V	Part VI	Part VII	Overall
Experts: content (proportional frequencies)					
excellent	.42	.50	.60	0	
very good	.44	.20	.40	0	
adequate	.09	.30	0	0	
fair	.05	0	0	0	
deficient	0	0	0	0	
Experts: usefulness (proportional frequencies)					
extremely	.48	.73	.50	.36	.36
very	.44	.27	.30	.46	.54
not very	.07	0	.20	.18	0
not	.01	0	0	0	0

Experts: Decision Rule (frequencies)

					Part VIII
definitely include	3	9	8	7	7
include, revise	6	1	1	2	0
do not include	0	0	0	1	0

					Overall
Coaches: value (proportional frequencies)					
very valuable	.33	.30	.17	.25	.33
valuable	.53	.30	.73	.50	.60
not very valuable	.12	.40	.10	.07	0
not at all valuable	.02	0	0	.25	0

Parts VI and VII were the same activities as Part II and the lesson planning of Part IV, respectively. Of the various measures from both the coaches and the experts, using five- and four-point scales, a large proportion of the responses (.86) fell within the two top ratings indicating effectiveness (Table 6). All of the experts felt that both Parts should be kept, with the exception of one expert who felt that Part VII was unnecessary because it was repetitious of Part IV.

Part VIII was designed as a logbook to encourage the coaches to document their gymnastics-related experiences. At the most, it can serve as an indicator of their degree of commitment to, and involvement in, gymnastics. Neither the coaches nor the experts were asked to judge its value or content. It was, however, included in the Decision Rule in which all the experts felt that it should be included; one expert suggested revising it (Table 6). Given that Section 2 is essentially a learning guide, Part VIII may be better located elsewhere.

In view of the above findings and comments, Section 2 has been assessed as effective. All of the experts felt that it would be "extremely" or "very" useful in helping the coaches adapt Level I technical content and methodology to their coaching environments. In the words of one expert, "From my point of view this is what Level I is all about, so all of it 'hits the mark' well." In addition, 14 out of 15 coaches (.93) rated its overall value as "very valuable" or "valuable" (Table 6).

In the reporting of these results, the proportion of coaches (.33) not completing Section 2 of the manual and not responding to this questionnaire item (.49) must be considered. Three reasons for not completing Section 2 of the manual emerged through the questionnaires, interviews and manuals. First, the time at which the manual was distributed was, for most coaches, part way through an already established and organized program. Requesting that long term plans be changed was considered to be an imposition upon the coaching environment. Second, several coaches had very little autonomy in program and lesson planning. In three cases a Head Coach planned the program and the lessons; the coaches essentially did what had been planned for them. In several other instances the coaches were in a gymnastics environment in which the equipment and the format of the class was fixed, restricting their use of new ideas and activities. Third, many coaches either did not accumulate 50 hours of coaching practise

or they fell behind in the completion of Section 2, resulting in them not completing it before the end of their gymnastics program. Where this was the primary reason, an overview of Section 2 might have encouraged more coaches to complete it because they would have realized that more than one activity could be done at a time (for example: the checklists and the Long Term Plan Evaluation).

Section 3

Section 3 was designed to help the coaches assess their development over their 50 hour commitment. Almost all of the experts (.89) rated it as "very good" or "excellent" in meeting this objective; one expert considered it to be "fair" (Table 7). The Decision Rule revealed the same results: all nine felt that it should be included, one of which felt that it required revision. Again, the recommendation to replace "How Confident Do You Feel...?" with "Do You Have The Ability To...?" was made.

When asked if Section 3 was a worthwhile exercise for them, 10 out of 19 coaches (.53) responded. Seven (.70) said "yes", and three (.30) said "no". The coaches who commented on their use of Section 3 found it to be a useful indication of their improvement. Those who responded negatively found it to be repetitive and time-consuming.

Section 3 has been assessed as effective. Its effectiveness is, however, dependent upon the effectiveness of Section 1 and 2. Having assessed each Section the overall effectiveness of the manual was then evaluated.

Overall Effectiveness

From the above reported results, the practical gymnastics manual would appear to be effective as a guide in helping the practising coaches to adapt the content and the methodological approach of Level I Technical to their gymnastics environment. All component Sections were assessed as effective, and according to the criteria established for effectiveness, this allowed the assessment of "effective" to be attributed to the manual. In addition to this, the experts were asked to judge its overall effectiveness. Almost all of the experts (.95) felt it to be "extremely" or "very" effective (Table 8).

TABLE 7

Data from Section 3

Experts: content (proportional frequencies)

excellent	.56
very good	.33
adequate	0
fair	.11
deficient	0

Coaches: worthwhile (proportional frequencies)

yes	.78
no	.22

TABLE 8

Overall Data

Experts: effectiveness (proportional frequencies)

extremely	.65
very	.30
effective	.05
not very	0
not	0

To supplement the results of the questionnaires further information, obtained from the interviews and from the open-ended questions on both questionnaires, is reported. First, the coaches' impressions, suggestions and criticisms are discussed.

The manual, at first glance, seemed to be intimidating and prohibitive in both size and commitment to some of the coaches. This usually resulted in their putting it aside until they felt they had more time. Another point raised by the coaches, which is consistent with the experts' earlier criticism of lack of integration of the planning activities, was that the manual required a thorough reading to understand what to do. They felt that a simplified overview of the manual's use was needed. In the words of one expert: "Some of the coaches in my club have indicated that they are having difficulty understanding what they are supposed to do. I suspect that this is largely due to a lack of effort in their attempts to understand the instructions & [sic] perhaps because these coaches are young (16 &17) they are not skilled at following instructions or at least at reading them carefully. When I read the instructions I found them fairly clear & [sic] easily understandable. I can imagine that following the instructions might not be quite so easy." However, when the coaches were requested to indicate whether they thought the instructions to each Part were clear, the majority said "yes" (Appendix L). A related criticism from one of the coaches suggested that the instructions were clear enough for each Part, but that the overall size and number of things to do made it seem complex. "This is an intimidating piece of work....Scale it down a little. Make it more of a 'carry around' package instead of what I see as a 'heavy'."

The parts of the manual found to be most useful to the coaches were the sample lessons and circuits, the reviews and Parts I – IV. The parts of the manual they found to be the least useful were the checklists and Section 1. These are the most frequently made responses; Table 9 lists all of the coaches' responses. There is notable duplication in the answers between parts found to be most useful and parts found to be least useful. This is indicative of coaches expressing their present coaching needs.

Seventeen of the 19 coaches (.89) would recommend the manual to other coaches because: (i) it gives direction as to what should be taught; (ii) it helps to organize lessons and activities; and (iii) it encourages self-assessment and improvement. The coaches who responded negatively remarked on its inappropriateness for competitive

TABLE 9

Open-ended Questions: Coaches

1. What part of the manual did you find the most useful?
   - sample lessons and circuits (11)
   - the reviews (5)
   - Parts I – IV (2)
   - long term plan (2)
   - checklists
   - section 2
   - observation
   - games

2. What parts of the manual did you find the least useful?
   - Checklists (5)
   - section 1 (coach assessment)
   - evaluation parts (not suitable for Level I)
   - lesson plans
   - reviews

3. Would you recommend this manual to other gymnastics coaches?
   - Yes: 17
   - tells you what to teach in Level I (5)
   - it makes you reflect and helps you improve (3)
   - it helps you to organize (2)
   - it helps the beginner coach
   - ensures that you build "fun" into your lessons
   - No: 1
   - it is not suitable for competitive situations

4. How would you improve the manual?
   - include more examples (4)
   - include more games and activities (2)
   - use a "page-out" resource idea (2)
   - include an organizational overview (2)
   - decrease the number of worksheets
   - increase the writing room
   - keep it flexible and adaptable to many environments
   - simplify questions
   - include first aid kit instructions
   - include spotting techniques
   - clarify instructions

oriented programs. Table 9 lists the suggestions made by the coaches for improvement of the manual. The most frequently mentioned were: include more examples, more games and activities; include an overall organization page at the beginning; and consider adopting a "page-out" design (i.e., coaches would be able to simply lift out a lesson plan and use it).

The experts' answers to their open-ended questions are listed in Table 10. The suggestions regarding manual design center largely around the need for a more simplistic organization and presentation of material. Regarding their opinions on the potential of the manual to help standardize Level I Practical for the coaches, the experts thought that it would, but they held some reservations: only if the manual is a requirement of Level I Practical; if it can be well administered; and that it will be met with resistance if all coaches, regardless of their coaching backgrounds, must complete it.

Discussion of the Results

Integral to the design of the manual were the current theories regarding adult learning and education. The manual was designed as a learning guide that encouraged the coaches to assess their level of coaching competence, to work through suggested learning activities and then to evaluate their development. The manual did not prescribe a step-by-step process; instead, it provided ideas and guidelines that depended upon the coaches' initiative to develop within their own environment. An important distinction was made earlier by Knowles (1978) between the child learner and the adult learner (Chapter II, p. 19): children are dependent learners relying upon the teacher to tell them what and how to learn, whereas adults are independent learners requiring resources and frameworks upon which to pursue certain knowledge or skill. These are extremes on a continuum of learning autonomy or self-directedness, and it would be expected that all learners fall somewhere along this continuum. The fact that almost half (.45) of the coaches were students (five were university students, seven were of high school age) whose ability to optimally use an independent learning guide may not have yet been fully developed, may account for incompleted manuals and questionnaires. This type of learning experience may be very different from past learning experiences, requiring that more instructions regarding its use be given. There is considerable diversity within the

TABLE 10

Open-ended Questions: Experts

On manual design:

1. Is the organization logical?
   - Yes (8)
   - it requires careful reading of the entire manual before using
   - some are less logical than others

2. Are the suggested timeframes (p. 4) realistic?
   - Yes (6)
   - Part V should take place every 10 hours
   - requires field-testing

3. Is the length appropriate or prohibitive?
   - Appropriate (3)
   - seems repetitious -- eliminate some of the checklists
   - seems OK
   - it looks long -- amount of written work may be too much

4. Are any parts confusing?
   - No (4)
   - pp. 6 - 10; pp. 17 - 20
   - reorganize the use of Sections and Parts
   - lesson plans -- is it still acceptable to use lesson plans that are conceptualized by apparatus?

5. Does the use of coloured paper help to organize it?
   - good -- yes
   - needs colour key
   - good idea, but too many colours
   - sections would work better
   - use white sheets for planning
   - use tabs

6. Other?
   - Will the expense of this manual inflate the cost of Level I?
   - add section on adapting equipment
   - expand log section to include new ideas picked up at clinics
   - add more blank planning sheets

Potential of the Manual:

1. Is it appropriate for Level I Practical?
   - Yes (11)
   - IF completion is a requirement
   - it may be too long
   - depends upon its administration

2. Will it help to standardize Level I Practical?
   - possibly -- Technical input varies across Canada
   - it may be too time-consuming

(Table 10, contd.)

3. Will it help to ensure that Level I Practical is done in a recreational environment?
   Yes (4)
   I think so -- I hope so -- it needs to be checked
   not sure; only if people do it
   perhaps for the physical environment; you can't ensure communication
   coaches may resist being told where to coach
   No -- recreational should not preclude competitive or educational; it should encourage reconceptualization and a new approach based on the 3 F's

Level I coaching population. To be effective the manual must be of use to coaches who range in age (16 years and up), in educational experience and in gymnastics experience.

Summary

According to the definition of effectiveness and the criteria established for its use, the practical gymnastics manual has been assessed by the researcher as being effective for the present population studied.

CHAPTER V

Summary, Conclusions, Recommendations

Summary

Problem

The present study was concerned with the development of a practical gymnastics manual and the subsequent study of its effectiveness. The immediate goal of the research was to determine if the manual was effective or not in the practical gymnastics environment; the ultimate goal of the research was to produce a practical manual to be used by the Level I Gymnastics Coaching Certification Program.

Procedure

A pilot study was conducted on the manual to assess its effectiveness. The manual was field-tested by 32 practising coaches and it was critically analyzed by 12 people considered to be experts in the sport of gymnastics. The coaches were mailed a manual which they were to use as a guide while completing their 50 hour coaching commitment. Upon completion of their program or their 50 hours of coaching they were mailed a questionnaire in which they assessed the manual's value to them. Nine coaches were interviewed in order to gain indepth information regarding the manual's use. The experts were mailed a manual and a questionnaire. They were requested to critically analyze the manual with respect to the relevancy of the content to the stated

objectives and its perceived usefulness to the practising coach. Twenty-two manuals and 23 questionnaires, 19 of which were usable, were returned by the coaches. Eleven questionnaires were returned by the experts. Although the experts were not requested to return their manuals, six of them did, providing the researcher with valuable comments, criticisms and ideas.

Limitations

Having completed the study on the effectiveness of the practical gymnastics manual, the researcher considered the following to be the limitiations of the study.

1. Manual introduction: Five different course conductors introduced the practical manual to the coaches. Because the manual was not a standardized component of Level I certification there was a lack of consistency in procedure. The content and the purpose of the manual had been explained to the course conductors over the telephone; however, there was no assurance that this information was interpreted correctly and then relayed accurately to the coaches.
2. Manual use: Although the researcher kept in frequent contact with the practising coaches, their use of the manual could not be monitored or controlled. The manual was implemented in February, the time of the year in which most gymnastics programs were well underway. Instead of following the guidelines of the manual, the coaches had to fit the manual to their programs. The use of the manual was restricted to that similar to a resource, rather than its intended use as a guideline. Further restricting its intended use was the lack of autonomy that the coaches had in their gymnastics environment. Frequently, they had to conform to either a standard equipment set-up or to a number of other coaches who were unfamiliar with Level I content and methodology. A number of activities were not completed for these reasons.
3. A small sample of coaches, disproportionate to the sample size of the experts: Because of the methodological design and procedure of the study, the researcher attempted to personally contact the coaches and become familiar with the coaches and their gymnastics environment. This necessitated the selection of a small coaches sample. The ratio of coaches to experts was 19 : 11 (1.7 : 1). Initially, it was 32 : 12 (2.7 : 1), but with the very high return rate of the experts

(.92) and the lower return rate of the coaches (embellished by a number (4) of unusable returns), it became lower than desired. A 3 : 1 ratio was considered appropriate in realizing that the coaches judged its *actual* value, whereas the experts could only judge the manual's *potential* for effectiveness. Because of the lower coaches-to-expert ratio, the results may have led to an assessment of potential effectiveness.

4. Both questionnaire designs limited the subjects' responses and the researcher's interpretation of their responses. There were no explanations for the words: "useful", "valuable" and "effective", leaving them open for subjective interpretation. The coaches were not instructed to continue filling out the questionnaire regardless if they had, or had not, completed the manual; they, also, were not asked to rate their overall opinions regarding the value of the manual to them. The experts were not encouraged enough to expand upon their opinions.

Results

The practical gymnastics manual was assessed by its component Sections. Part IV was given a thorough analysis because of its major contribution to the manual. According to the questionnaire returns and the information from the interview and manuals, both the coaches and experts rated the Parts of Section 1 and 2, and Section 3 within the top two categories of the rating scale consistently enough (two-thirds) for the researcher to assess them as effective for their stated objectives. Revisions have been suggested, especially for Part IV. Based upon these findings, the practical gymnastics manual was assessed as "effective".

The major criticisms and suggestions made by the coaches and the experts were: a lack of integration and direction in Part IV, a need for more variety of ideas and concepts in Part IV and the need to reduce the time and the commitment necessary to use the manual as a learning guide.

Conclusions

The researcher's assessment of the practical gymnastics manual as "effective" was based upon the responses of the panel of experts and the practising coaches. This was done in accordance with the definition of effectiveness and the criteria established

for its operational use. The following conclusion regarding the validity of the study is made in light of the limitations and results.

Although a small sample size is usually 'just cause' to question the results, it was considered appropriate in the present study for the methodological design and procedures used and for the purpose of the research. Had a larger sample of coaches been used, the familiarity of the coaching environments gained by the researcher through telephone calls and personal interviews would not have been possible because of time and financial restrictions. The researcher would have been restricted to correspondence-by-mail. Through personal contact with the coaches the researcher gained an understanding for the manual's strengths and weaknesses in practical use; more importantly, the researcher became aware of the changes necessary to make the manual a workable and valuable guide for the practising Level I coach.

The information gained was considered valid because it was concerned with, and established through, constant reference to the knowledge and experiences of the coaches in their use of the manual and the experts in their analysis of it. According to House (1978), validity in qualitative research depends upon gaining "valid insights within the frame of reference of the group..." (p. 8). This argument was presented earlier (Chapter II, p. 22). A potential threat to this validity was the disproportionate ratio of coaches to experts which became smaller than originally intended. Because the experts were requested to critically analyze, not use, the manual, their evaluation is one of potential value, not actual value. The researcher's assessment of effectiveness then, because it was more heavily influenced by the experts, is one more of perceived effectiveness rather than of actual effectiveness.

Another threat to validity was the manner in which the manual was used by the coaches (i.e., more as a resource than as a guideline). Whether the manual was assessed within the context of its intended use is unknown. Information gained through the interviews with the coaches gave the researcher reason to suspect that only a few coaches were able to use the manual as it was intended. This is believed to be a result of the time and the procedure used to implement the manual.

In conclusion, the results of the pilot study on the practical gymnastics manual allowed the researcher to assess the manual as "effective". As the following

recommendations indicate, there is need for further study.

Recommendations

The design of the practical gymnastics manual and the subsequent pilot study of its effectiveness has revealed the need for further study, both before the revision of the manual occurs and following its revision. As a result of this study the researcher recommends that:

1. An analysis be done on the composition of the Level I coaching population to ensure that the manual is designed to best suit their needs. In the present study the assumption was made that the majority of Level I coaches would be adults, and therefore, the manual was designed according to theories on adult learning and education. The results of the study showed that almost half (.45) of the coaches were students and, perhaps, not typical "adult learners". The manual should be revised according to the findings of such studies.
2. The manual be introduced during the Level I technical course as an integral component of gymnastics certification. Using the practical manual in an auxillary manner during the technical session on Teaching and Learning would help to acquaint the coaches with its intended use, thereby precluding the necessity of a detailed written explanation of its use. Also, the manual should be implemented at the beginning of the Fall so that the coaches would have an opportunity to use it as it was intended. This would allow a larger sample of coaches to be used, and would hopefully increase the manual's effectiveness in diverse coaching situations.

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APPENDICES

Appendix A

Practical requirements as stipulated by:

1. Figure Skating Certification Program, the National Coaching Certification Program
2. Syncro Swim Certification Program, the National Coaching Certification Program
3. Table Tennis Certification Program, the National Coaching Certification Program

FIGURE SKATING COACHING CERTIFICATION PROGRAM

PRACTICAL COACHING DIARY

NAME: _____

ADDRESS: _____

_____

CLUB(S) PRESENTLY COACHING: _____

_____

C.F.S.A. # _____

F.S.C.C. # _____

FIGURE SKATING COACHING CERTIFICATION PROGRAM

Congratulations on completing the Level 1 Figure Skating Technical course. To be fully certified at Level I, a coach is required to complete the three components of the National Coaching Certification Program:

Level I Theory - offered by the Provincial Government

Level I Technical (Figure Skating) - jointly developed and offered by the Canadian Figure Skating Association and the Figure Skating Coaches of Canada

Level I Practical - jointly developed and offered by the Canadian Figure Skating Association and the Figure Skating Coaches of Canada.

The requirements for the Level I Practical are as follows:

- 30 hours of figure skating coaching (may be group or private lessons at any level)
- written record of practical coaching experience (completion of this Practical Coaching Diary).
- must have a student successfully pass the C.F.S.A. Preliminary Figure Test, C.F.S.A. Preliminary Free Skating Test, and C.F.S.A. Preliminary Dance Test.
- must complete the St. John Ambulance Emergency First Aid Course (approximately eight hours)

PRACTICAL COACHING RECORD

Part of the Level I Practical component requirements is to have a student pass the C.F.S.A. Preliminary Figure, Free Skating, and Dance Tests. Please complete the chart below and obtain the tests referee's signature as verification.

Coach's Name: _____

F.S.C.C. #: _____

C.F.S.A. #: _____

Skaters's Name and CFSA Reg. No.	C.F.S.A. Test	Date	Test Referee's Signature
	Preliminary Figure		
	Preliminary Free Skating		
	Preliminary Dance		

ST. JOHN AMBULANCE EMERGENCY FIRST AID COURSE

This is to certify that _____
has completed the St. John Ambulance Emergency First Aid Course.

_____ _____

SIGNATURE OF OFFICIAL DATE

PRACTICAL COACHING DIARY

INSTRUCTIONS

This diary should be completed to keep a written record of your 30 hours of coaching.

Refer to the sample to help you complete the diary.

NOTE

Upon completion of all the requirements of the Practical Component please return the Diary to the Coaching Program Director. Remember that you must complete the Diary (totalling 30 hours coaching), have a student pass the C.F.S.A. Preliminary Figure, Free Skating, and Dance Tests, and have completed the St. John Ambulance Emergency First Aid Course before returning your Diary.

Please forward to:

Mr. Ron Vincent
Coaching Program Director
F.S.C.C. Course Administration Office
6748 Griffiths Ave.
Burnaby, B.C.
V5E 2X5

SAMPLE DIARY ENTRY

Private Lesson

DATE: December 8, 1980 Group: _____

LENGTH: 15 min. PRIVATE STUDENT: Bobbie Jo Mor

LESSON OUTLINE

Warm-up/Skill Review:
- backward crosscuts
- shoot-the-duck
- one-foot spin - review spin preparation

New Skill: Sit Spin
- used whole-part-whole method (demonstration and pactice with positive feedback)
- Main points emphasized were:
1) entry on a well bent knee
2) timing of the free leg
3) trunk at approx. 30^{o} angle
4) sit spin position in relation to free leg and arms
5) spinning on a slight back inside edge
- Teaching Aids:
1) practice sit spin position at side of rink
2) balancing skater in correct position
3) draw a diagram of triangle on ice so they can see the balance involved
4) take skaters hand to bring them into the spin for timing and balance

Drills/Games:
Maximum number of rotations in Sit Spin position.

Summary/Warm down:
- summarize main teaching points
- straight line footwork

SAMPLE LESSON PLANS

Group Lesson

DATE: December 4, 1980

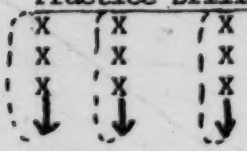
SKILL TAUGHT: FO edges LESSON LENGTH: 30 minutes

Group: 10 (# skaters) PRIVATE STUDENT: _____ (name)

LESSON OUTLINE

Warmup/Skill Review
Perimeter Stroking Exercises
a) Forwards - clockwise 3X
counterclockwise 3X
b) Backwards - clockwise 3X
counterclockwise 3X

Figure Eight Stroking Pattern
a) Forwards
b) Backwards
New Skill: FO Edges
Teaching Progressions:
a) forward two foot glide on a circle (both directions)
b) teach arm positions for forward crosscuts
c) forward crosscuts (both directions)
d) demonstrate the whole skill
e) teach edge position and free leg action against boards
f) FO starting position
g) full motion single edge
h) continuous FO edges
Practice Drills



Continuous FO edges
(Individual Coaching)

Game
Follow the Leader

Summary

DATE: _____

SKILL TAUGHT: _____

LESSON LENGTH: _____

GROUP: _____ (# skaters) PRIVATE STUDENT: _____ (name)

LESSON OUTLINE

COMMENTS:

Synchro Swim Canada

INSTRUCTOR LOG BOOK

POOR COPY
COPIE DE QUALITEE INFERIEURE

YOUR LOG BOOK — INSTRUCTOR

NAME .....

ADDRESS .....

..... Postal code .....

PHONE Area code..... Home..... Work.....

Your Log Book is a record, for you and for SYNCHRO SWIM CANADA, of all your own teaching/coaching hours and related activities.

Official Signatures, endorsing your synchro activities, are all kept in this book. This is the only record, so be sure to keep it in a safe place. You will have to take it with you to various events, to obtain signatures. If you must mail this book anywhere, send it by registered mail.

You Are on Your Honour to keep accurate and up to date records of your time spent in the various areas of teaching/coaching.

Pre-Requisites for Coach 1 are listed on the following pages. Read them carefully.

Keep With Your Log Book all your lesson plans and records of your swimmers' progress.

For Awards contact your Provincial Coaches Chairman.

Instructor Certification Course Attended:

Dates .....

Location .....

C.A.S.S.A. INSTRUCTOR

Definition

A C.A.S.S.A. Instructor is a beginner teacher of recreational Synchro Swim.

Candidates entering the course will probably have either an aquatics background (instructing or performing), or teaching experience, but need not know anything about Synchro Swim.

As certified C.A.S.S.A. Instructors, they should be enthusiastic about Synchro, have their pupils enjoy Synchro, be able to teach and improve the items in Stars 1, 2, and 3, and be able to introduce to their pupils some of the creative aspects of Synchro.

Pre-requisites

Candidates must:

1. be 15 years of age or over as of the first day of the course;
2. have at least a current Bronze Medallion;
3. meet any other minimum aquatic safety standard required by their local or provincial authorities.

It is strongly recommended that candidates also:

1. be at least a Senior Leader or a Red Cross-Royal Life-YMCA Instructor;
2. have had exposure to Synchro Swim skills through the C.A.S.S.A. Star Awards, or other aquatic programs.

Course Content (approximately 20 hours)

Skills — sculling and basic body positions
— C.A.S.S.A. Stars 1, 2, 3 figures
— selected R.L.S.S. test items
— games and gimmicks

Choreography — synchronized stroking
— simple hybrid strokes
— simple hybrid figures

Administration — teaching Synchro Swim
— lesson planning
— organization of a recreation program
— C.A.S.S.A. Star Awards Program examination procedure

Requirements for Certification

To be certified as a C.A.S.S.A. Instructor, candidates must:

1. attend, and participate in, every session of a C.A.S.S.A. Instructor course given by a C.A.S.S.A.-certified Course Director;
2. complete the written assignment.

INSTRUCTOR **COURSE CONTENT**

Item	City & Prov.	Date	Hours	Signature of CD
Org. of a Recreation Program				
Teaching Synchro Swim				
Lesson Planning				
Sample Lesson				
Sculling				
Basic Body Positions				
Star 1 Figures				
Star 2 Figures				
Star 3 Figures				
Synchronized Stroking				
Hybrid Strokes				
Hybrid Figures				
Games and Gimmicks				
Ideas for Water Demos				
Practice Teaching				

Total hours: _____

Written assignment done ....

Submitted for certification on (date): .....

Certification awarded on (date): .....

by: .....

position: .....

Certification number: .....

INSTRUCTOR **TEACHING HOURS**

A pre-requisite for Coach 1 is a minimum of 50 hours teaching at Star levels 1 and 2 and 3.
See also Star examination requirements.

DATE	LOCATION	TOTAL TIME TEACHING IN POOL	SKILLS TAUGHT (check √)									
			Star 1	Star 2	Star 3	Hybrids	Strokes	Sequences	Synchro-nization	Patterns	Fun items	Other

continued... LB-1-1077

TABLE TENNIS

When the Table Tennis certification program was initiated, it was found that a large number of coaches (e.g. 200 Level One) were passing but two things were occurring: firstly, many of the people put through did not follow-up and coach; secondly, many of the people who were coaching did not attend the courses because they felt the requirements did not correspond to their needs. Initial requirements for Level One were the writing of a multiple choice questionnaire, an in-class practical test and time coaching in the field. Level Two requirements were the same but contained a higher degree of difficulty.

In order for a coach to complete the Technical and Practical requirements, a number of tasks must be performed. Here are the tasks:

Level One: 12-14-hour Course. Delivered over two days.

Class size is between 12-20 coaches.

Tasks: Coaches must:-

1. submit a course report at the end of the Technical course to the Course Conductor. The report provides feedback to both the coach and the Course Conductor of what was learned in the course;
2. complete a written exam taken in class;
3. complete a club umpire's test;
4. do a technical analysis of several basic strokes with other coaches observing;
5. do a Practical test;
6. receive a certified letter from an authority in the club that 25 hours of coaching have been done after the course.

..../2

Appendix B

The Austrailian National Accreditation Scheme:

1. A General Overview
2. Course Outlines for Grade 1

The Australian National Accreditation Scheme

LEVEL	NATURE of COURSE	DURATION of COURSE	EXPERIENCE REQUIRED as a PRACTISING COACH
1	General principles of coaching	3.5 hours	1 season (or equivalent as decided by the national sporting body)
	Sports specific – theory and practical	10.5 hours	
2	General Principles of Coaching	30 hours	2 seasons (or equivalent as decided by the national sporting body)
	Sports specific – theory and practical	30 hours	
3	Advanced sport specific information on the theory and practise of coaching	100 hours	3 seasons (or equivalent decided by national sporting body) in addition to previous 2 seasons required for Level 2

A General Overview of the Australian National Accreditation Scheme.

Course Guidelines

Grade 1

Objectives

1. To present basic concepts of movement and basic gymnastic skills up to Level 4.
2. To prepare candidates for working with children, teens and adults in gymnastic programmes.
3. To prepare candidates for working with small groups and later with larger groups.
4. To instil a 'Fun' orientation in the coach's approach to gymnastic programmes.
5. Equipment – Selection, safety and setting up.
6. To make candidates aware of the coaching qualification system.
7. To understand elementary judging principles.
8. To make candidates aware of the function of the State Association.

Theory: (4 hours)

1. (30 mins.) Introduction into Gymnastics and Coaching qualification system. Lecture/Discussion.
2. (30 mins.) Recreational and Educational Gymnastics. Lecture/Demonstration.
3. (30 mins.) Safety – Equipment Selection and setting up. Practical.
4. (30 mins.) Introduction to Skill Development. Lecture/Demonstration.
5. (30 mins.) Elementary Judging Rules. Lecture/Discussion.
6. (30 mins.) Stability and Motion. Lecture/Discussion.
7. (30 mins.) Basic Programming and Organisation. Lecture/Discussion.

Practical Sessions: (12 hours -- 8, 30 minute periods on Teaching and Learning. Lecture/Discussion.

1. Basic concepts of movement and basic gymnastic skill (6 hours).
2. Physical preparation exercises (3 hours).
3. Teaching methods (2 hours).
4. Recreational Gymnastics - practical (1 hour).

Assessment

1. Personal assessment throughout the course.
2. Oral (20 mins).
3. Have completed 50 contact hours.

(*The Australian National Coaching Accreditation Scheme*, pamphlet, p. 1.)

Appendix C

Coaching Certification Competencies (Adams, 1980, p. 20)

There are six categories:

1. **PLANNING, PREPARATION AND EXECUTION**

Understands the psychological, sociological and physical characteristics of adolescence.
Has knowledge and understanding of physical fitness and its relationship to the overall health of the student.
Prepares students for activities by developing optimal fitness levels.
Follows physician's recommendations concerning physical activity for the student.
Understands instructional theories and plans accordingly.
Develops aims and objectives for his/her professional work.
Has knowledge of safety and injury prevention.
Applies basic knowledge and has understanding of human movement as derived from physiology and psychology.
Utilizes kinesiological principles in analyzing and coaching movement.
Understands the physiological basis of fitness.
Identifies functional systems and physiological factors for analyzing sports and performance.
Identifies and interprets use and effect of drugs on the body.

Identifies and interprets the effects of nutrition upon health and performance.
Plans a school program consistent with the philosophy of the school, needs of the community, and growth and development of the students.
Identifies principles and techniques of officiating the sport being coached.
Has knowledge of appropriate protective equipment.
Motivates athletes toward immediate and long-range goals.
Identifies and relates basic safety information pertaining to sport.
Applies research findings to specific sports.
Identifies factors and conditions affecting motor learning.
Identifies and interprets the values developed from participating in athletics of specified sport.
Has knowledge of use of teaching aids.
Demonstrates knowledge of legal responsibilities and liabilities pertinent to field of coaching.

2. **PROFESSIONALISM**

Accepts the basic general philosophy of physical education and coaching consistent with the role of the school and the policies of the district.
Assumes professional responsibilities within the school.
Is active in pertinent professional organizations.
Maintains normal ranges of self-control and emotional stability under stress.
Understands the place of interscholastic competition in the educational program.
Understands and applies ethical procedures in sport.

3. **INTERACTION**

Motivates the student to want to learn.
Helps student to develop positive self-concepts.
Helps student to accept self-responsibility.
Helps student to accept and fulfill responsibility to others.
Maintains rapport with school staff.
Relates and interprets the program to co-workers, athletes, parents and public.
Displays sincere enthusiasm for sport being coached.
Recognizes and initiates procedures to resolve behavioral and emotional problems.

4. COACHING THEORY

Selects appropriate strategies and tactics of teaching to facilitate learning.

Analyzes skills, rules, theory and strategy of specified sport.

Identifies and plans specific game strategies and tactics.

Demonstrates ability to analyze following the contest.

Demonstrates ability to formulate practice plan.

Demonstrates ability to design drills to challenge individuals and team to reach potential.

Keeps current in sport's techniques and theory.

Has understanding of organizational techniques for practice in specified sport.

Has knowledge of and can use tactics and strategies in specified sport.

Has knowledge of strengths and weaknesses of various offensive and defensive systems in specified sport.

Has knowledge of various scouting techniques suitable for specified sport.

5. MANAGEMENT

Can administer appropriate first aid.

Is knowledgeable of and conforms to league, state and national rules and regulations pertaining to athletics.

Has knowledge in regard to purchase, care, use and storage of equipment and supplies.

Shows evidence of purchasing knowledge to make maximum use of the school dollar.

Can prepare a budget, maintain records and inventories.

Has understanding of and/or demonstrates efficient procedures of team management (facility scheduling, travel arrangements, home events, etc.)

6. EVALUATION

Has knowledge of evaluation procedures for student performance and/or evaluates student performance.

Has knowledge of methods for evaluating effectiveness of a sport program and/or evaluates effectiveness of sport program.

Utilizes findings and interpretations from evaluations for revisions of program.

Has knowledge of evaluation and selection of personnel involved in athletic program or sport.

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Appendix D

A Study Complex – The Deutsche Hochschule Fur Korperkultur in the German Democratic Republic

Study complexes / Semester	(Lessons per week in a semester) 1	2	3	4	5	6	7	8	Total
1. Fundamentals of Marxism-Leninism	2	3	4	4	3	3	2	4	300
2. Introduction into logics	3								66
3. Sports pedagogy	2	2	2			3	5		104
4. Sports psychology	4	4					2		120
5. Theory and history of physical culture					3				57
6. Sports policy						2			34
7. Leadership in socialist physical culture						3	3	6	82
8. Mathematical and cybernetic fundamentals	3	2			2	2			166
9. Fundamentals of natural science	6	3	3						222
10. Sports medicine	1				3	3	2		130
11. Biomechanics				3			2		48
12. Theory and methodology of the training in the kinds of sport									M:1032
Basic training	13	15	9	16	7	6	2		W:936
Special training	2	2	2	2	4	6	8		270
13. General theory and methodology of training			4	4	3		10		181
14. Practicals			6	6	6	6	6		324
15. Training	5	5	5	5	5	5	5		585
16. Foreign languages									
Russian	2	2	1						88
Second foreign language				2	2	1			85
17. Instruction in speaking (pronunciation, intonation etc.)	1								22

(*Sports Coach*, 3(1), Summer 1979, p. 38.)

Appendix E

A Practical Gymnastics Manual

A PRACTICAL MANUAL

PURPOSE: To provide you with the opportunity to apply the content and information from the Level I Technical certification course to your gymnastics environment.

WHAT IT IS: It is a series of activities which have been designed to assist you as a Level I Coach. The development of this manual has been based on three important principles: first, that you take an unbiased look at yourself as a Level I Coach; second, that you decide in which areas you would like most to improve your coaching style/behaviour; and third, that you use this manual to aid your growth in these areas.

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Serial Number 314315

REQUIREMENTS OF THE PRACTICAL COMPONENT

To complete the Practical component of Level 1 Coaching Certification in gymnastics, you are required to:

1. do 50 hours of contact coaching in a Level 1 recreational environment, and
2. complete all parts of this manual during your 50 hours, and return it to

Lee Anne Johnston,

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University of Alberta,

Edmonton, Alberta T6G 2H9

OVERVIEW OF THE PRACTICAL MANUAL

SECTION 1: To help you assess yourself as a Level 1 Coach as you begin your coaching commitment.

SECTION 2: To guide your development as a Level 1 Coach over your 50 hour coaching commitment.

SECTION 3: To help you assess yourself as a Level 1 Coach at the completion of your 50 hour commitment.

GENERAL INSTRUCTIONS

Follow the time frames outlined. Work through the Manual in the order in which it is presented.

SECTION	PART	WHEN TO DO	DATE COMPLETED
1	I – III	Before you begin your coaching commitment	_____
2	IV	Long Term Plan – as you begin your coaching commitment	_____
		Lesson Plan: Hours 1 – 10	_____
		Circuits: Hours 1 – 10	_____
		Planning: Hours 1 – 10	_____
		Recording: Hours 1 – 50	_____
	V	Hours 10 – 20	_____
	VI	Hours 20 – 30	_____
	VII	Hours 30 – 45	_____
	VIII	Hours 1 – 50	_____
3	IX	Hours 45 – 50	_____

SECTION 1

The first 3 parts of the manual have been designed to help you assess your competencies as a Level I Coach.

Complete Part I, II and III at the beginning of your 50 hour coaching commitment.

PART I

ARE YOU . . . A COMPETENT LEVEL I COACH?

PURPOSE: To make you aware of the necessary competencies of a Level I Coach.

INSTRUCTIONS: Please read and reflect.

WHEN TO USE: Before you begin coaching.[1]

---

[1]Diagrams and drawings are referenced immediately following Part I.

ARE YOU . . . ON TOP OF IT?

THE LEVEL I COACH KNOWS THE CONTENT OF LEVEL I TECHNICAL THOROUGHLY

DO YOU . . .BELIEVE IN?

THE LEVEL I COACH SUPPORTS THE PHILOSOPHICAL OBJECTIVES OF LEVEL I GYMNASTICS: THAT THE GYMNASTICS ENVIRONMENT FOCUSES ON THE ENJOYMENT OF DEVELOPING FITNESS AND LEARNING GYMNASTICS FUNDAMENTALS.

THE LEVEL I COACH BELIEVES IN THE DEVELOPMENT OF THE CHILD AS A PERSON WHO CAN BENEFIT FROM THE LEVEL I EXPERIENCE.

ARE YOU . . . READY?

THE LEVEL I COACH UNDERSTANDS HOW TO APPLY LEVEL I CONTENT TO THE GYMNASTICS ENVIRONMENT SO THAT THE OBJECTIVES OF FUN, FITNESS AND FUNDAMENTALS ARE ACHIEVED.

THE LEVEL I COACH CAN PROVIDE CONTINUOUS GYMNASTICS ACTIVITY THAT IS CHALLENGING, REWARDING AND SAFE FOR ALL CHILDREN.

. . . TO COACH!

THE LEVEL I COACH CAN EFFECTIVELY CREATE A GYMNASTICS ENVIRONMENT IN WHICH CHILDREN FIND THE ACTIVITIES ENJOYABLE, CHALLENGING AND REWARDING; IN WHICH CHILDREN BECOME MORE PHYSICALLY FIT; AND IN WHICH CHILDREN LEARN THE BASIC SKILLS OF GYMNASTICS.

REFERENCES

The drawings in Part I were done by Scott Jefferies.

Diagrams:

page 9 (upper left) Koch, Karl. Bewegungsschulung an Geratebahnen. Stuttgart: Verlag Karl Hofmann, 1962, p. 61. (upper right) Schulz, Helmut. Leichtathletik. Celle, Verlag und Druck, 1974, p. 89. (bottom)Koch, Karl. Vom Klettern und Klimmen zum Turnen an den Ringen. Stuttgart: Verlag Karl Hofmann, 1969, p. 59.

page 10 (upper and lower left) "Der Turnwart" NR 14, 7, 1978. (upper right) Koch, Karl. op. cit. p. 60. (lower right) Shulz, Helmut. Turnen & Spielen. Celle: Pohl-Verlag, 1977, p. 20. (centre)Ontario Ministry of Culture and Fitness, Level II Theory. 1978.

PART II

REVIEW 1

PURPOSE: To review the content of Level I Technical.

INSTRUCTIONS:

a. Answer all questions that you can without the aid of your manual.
b. Then, use your manual to complete and correct all questions. A key has been provided to help you locate answers.

WHEN TO USE: Before you begin your coaching commitment.

REVIEW 1

1. What are the 6 dominant movement patterns?

_____ _____

_____ _____

_____ _____

2. List 1 biomechanical principle for each dominant movement pattern

_____

_____

_____

_____

_____

_____

3. What are the 3 philosophical objectives of Level I?

_____ _____ _____

4. Can flexibility be trained?____ *E*xplain: _____

_____

5. Give 3 reasons why the development of strength is important

_____

_____

_____

6. How do you increase strength? _____

_____

7. Give 2 reasons why you would include a warm-up in your lesson plan?

_____

_____

8. Why is it important that children be aware of the space in which they move?

_____

_____

9. In order to be an effective teacher you require knowledge in:

_____

_____

10. From pages 86 – 87 list the 3 factors that you feel are most important in facilitating learning: _____

_____

_____

11. List the 3 key factors which will ensure enjoyable classes.

_____ _____

_____

12. You will less likely be found to be liable or negligent if you have taken the 4 following precautions:

_____

_____

_____

_____

HOW DID YOU DO?

1. How would you rate your performance?

   excellent . . . good . . . fair . . . poor

2. How many questions did you have to look up?_____

3. Do you feel confident that you know the content of Level I Technical manual?

   not really . . . generally . . . definitely

If you do not feel confident read Level I Technical before doing Part III

Key to Answers

1. p. 12
2. Section G
3. pp. 15 – 16
4. pp. 17 – 21
5. pp. 22 – 26
6. pp. 23 – 26
7. p. 29
8. pp. 34 – 37
9. p. 84
10. pp. 86 – 87
11. p. 91
12. p. 124

PART III

YOUR PROFILE

PURPOSE: To help you to identify your areas of strength and concerns as a Level I Coach.

INSTRUCTIONS:

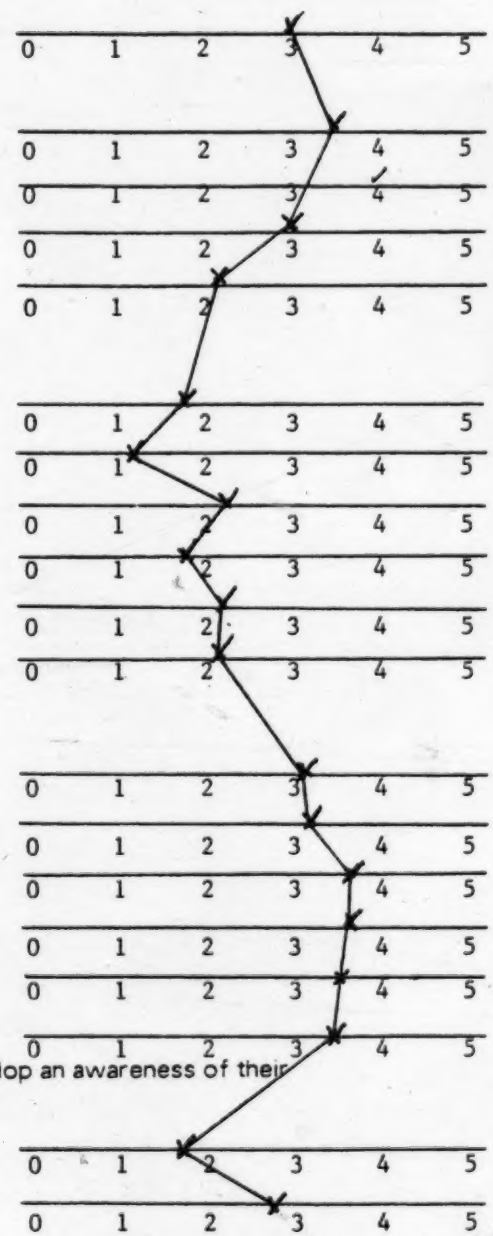
a. Place an X along the 6-point scale for each question.
b. Join these Xs together for each part. (See Example)
c. List your stengths and your concerns.
d. It is required that you include only pages 18 and 19 in your completed package. The actual profile is for your own use.

WHEN TO USE: Before you begin your coaching commitment.

HOW CONFIDENT DO YOU FEEL TO . . .

not at all confident	little confidence	some confidence	confident	very confident	completely confident
0	1	2	3	4	5

PART A



1. develop a long-term plan for your gymnasts?
2. select/design activities to develop:
   - flexibility
   - strength
   - power
   - endurance
3. select/design activities that encourage children to explore:
   - statics
   - landings
   - rotations
   - swing
   - spring
   - height and flight
4. select/design activities in which you teach the key movements skills of:
   - statics
   - landings
   - rotations
   - swing
   - spring
   - height and flight
5. select/design activities that help children to develop an awareness of their movement in:
   - general space
   - equipment space

HOW CONFIDENT DO YOU FEEL TO . . .	not at all confident	little confidence	some confidence	confident	very confident	completely confident
	0	1	2	3	4	5
PART A						
1. develop a long-term plan for your gymnasts?	0	1	2	3	4	5
2. select/design activities to develop:						
flexibility	0	1	2	3	4	5
strength	0	1	2	3	4	5
power	0	1	2	3	4	5
endurance	0	1	2	3	4	5
3. select/design activities that encourage children to explore:						
statics	0	1	2	3	4	5
landings	0	1	2	3	4	5
rotations	0	1	2	3	4	5
swing	0	1	2	3	4	5
spring	0	1	2	3	4	5
height and flight	0	1	2	3	4	5
4. select/design activities in which you teach the key movements skills of:						
statics	0	1	2	3	4	5
landings	0	1	2	3	4	5
rotations	0	1	2	3	4	5
swing	0	1	2	3	4	5
spring	0	1	2	3	4	5
height and flight	0	1	2	3	4	5
5. select/design activities that help children to develop an awareness of their movement in:						
general space	0	1	2	3	4	5
equipment space	0	1	2	3	4	5

HOW CONFIDENT DO YOU FEEL TO . . .	not at all confident	little confidence	some confidence	confident	very confident	completely confident
	0	1	2	3	4	5
PART B						
1. develop daily lesson plans?	0	1	2	3	4	5
2. design/select warm-up activities that will:						
increase physical development	0	1	2	3	4	5
have continuous activity	0	1	2	3	4	5
set a positive tone/atmosphere	0	1	2	3	4	5
3. design/select gymnastics games	0	1	2	3	4	5
4. design/select circuit-type activities to encourage the development of the basic movement skills	0	1	2	3	4	5
5. design/select activities that make efficient use of the equipment and space available	0	1	2	3	4	5
6. design/select activities that are:						
continuous	0	1	2	3	4	5
challenging	0	1	2	3	4	5
suitable	0	1	2	3	4	5
7. design/select warm-down activities that are fun	0	1	2	3	4	5

WHAT DOES YOUR PROFILE TELL YOU?

1. Examine the profile that you have drawn. You will find your areas of strength on the right side of the scale, and your areas of concern on the left side of the scale.
2. Was your confidence rating higher in Part A or Part B?_____ Why? _____

_____

3. List specific areas of strengths and concerns according to your profile:

   Areas of strength - _____

_____

_____

_____

   Areas of concerns

_____

_____

_____

_____

4. Reread the competencies in PART I and compare your strengths and concerns with them. Rate your level of confidence for each competency:

		not at all confident	little confidence	some confidence	confident	very confident	completely confident
a.	Knowledge of content						
b.	Belief in objectives						
c.	Applying objectives and content						
d.	Creating an effective Level I environment						
		0	1	2	3	4	5

5. In addition to completing this manual, what can you do to improve yourself as a Level I Coach?

_____

_____

_____

SIGNED _____ DATE _____

SECTION 2

This Section has been designed to guide your development as a Level I Coach.

Instructions are given at the beginning of each part.

PART IV

PLANNING

PURPOSE: To help you develop a long-term (seasonal)plan.

INSTRUCTIONS: There are 5 activities in this part. Each activity has specific instructions.

a. Fill out the long-term plan when you start your 50 hour coaching requirement.

b. Read through the sample lesson plans.

c. Read through the sample circuits.

d. Complete the instructions on Lesson Planning.

e. Complete the instructions on Planning & Recording.

WHEN TO USE: Hours 1 - 10 (except for Recording)

LONG-TERM PLAN

Dates from _____ to _____

Age Group _____

Ability/Level _____

Club/Institution _____

Hours/Week _____

Assistants _____

Facilities _____

Equipment _____

_____

_____

_____

_____

Overall Goal of Your Program _____

_____

Objectives _____

_____

_____

_____

Special Events (parents's night, games night, etc.)

What	When
_____	_____
_____	_____
_____	_____
_____	_____

LESSON PLANS

PURPOSE: To provide you with ideas for developing lesson plans.

INSTRUCTIONS:

a. Please read the 2 lesson plans. Each includes a lesson outline and detailed activities. Checklists have been completed for each lesson.

WHEN TO USE: Hours 1 – 10.

THEME LESSON PLANS

The idea is to pick themes around which you can organize your lesson's activities and plans. For example, if you choose the themes of rotations and swing, the gymnastics activities that you design or select should incorporate many different forms of rotations and swings and should involve a variety of apparatus.

This method of organizing a lesson places the emphasis on the dominant movement patterns, physical development and movement qualities that underlies the learning of gymnastics skill. Through this type of lesson organization it is hoped that the following objectives will be achieved:

*to have maximum participation and continuous activity

*to have challenging and interesting activities

*to have activities adaptable to different levels of ability

*to have on-going fitness development

*to develop fundamental gymnastics skill from the learning of the dominant movement patterns

The achievement of these objectives will hopefully lead to an enjoyable gymnastics experience.

LESSON PLAN 1

THEME: Rotations

TIME: 45 minutes

GROUP SIZE: 10 - 15

AGE: 6-12 years (Beginners - Red Level)

INSTRUCTORS: 1

Warm-up

OBJECTIVES: children will warm up large body muscles

ACTIVITIES:[2]

*loose caboose 10 min.

*immunity tag using "log roll" as the immune position

*catch one, catch all (crab position)

*group stretching using balls

Lesson

OBJECTIVES: children will be able to perform the statics listed
children will be able to participate in the circuit described for this lesson
children will be able to attempt a cartwheel and a straddle roll

REVIEW: Statics (5 min.) 30min.

front support bridge knee scale splits

rear support long hang shoulder stand

stride support headstand inverted hang

ACTIVITY: red level circuit on rotations (10 min)

TEACH: cartwheel and front straddle roll (5 min.)

ACTIVITY: continue with rotation circuit incorporating the 2 new skills (see circuit) (10 min)

Warm-down

*immunity tag using a forward shoulder roll as the immune position

*skin-the-snake (file formation) 5min.

---

[2]A description of some activities can be found on the next page.

LESSON PLAN DETAILS

ACTIVITIES:

Group stretching with balls: in file formation, have the children pass the balls forward, backward and sideward. At first have them practice slowly to ensure they understand the pattern, as well as using this as a method of increasing flexibility. Then, it can be done as a competitive game.

LESSON:

Statics: Have the children moving freely around the gym going over and under and being on the equipment. The instructor calls out static position commands, and the children move to the nearest piece of equipment and perform the static. The children then resume their free movement.

Teach: Once the children are familiar with the red level circuit on rotations, stop them where they are, and show them how the cartwheel and the front straddle roll are to be performed. Have the children practice both skills where they are. Position yourself as shown on the diagram. Resume the circuit, assisting the children as they move past you. If need be, create a spearate station for those requiring individual instruction.

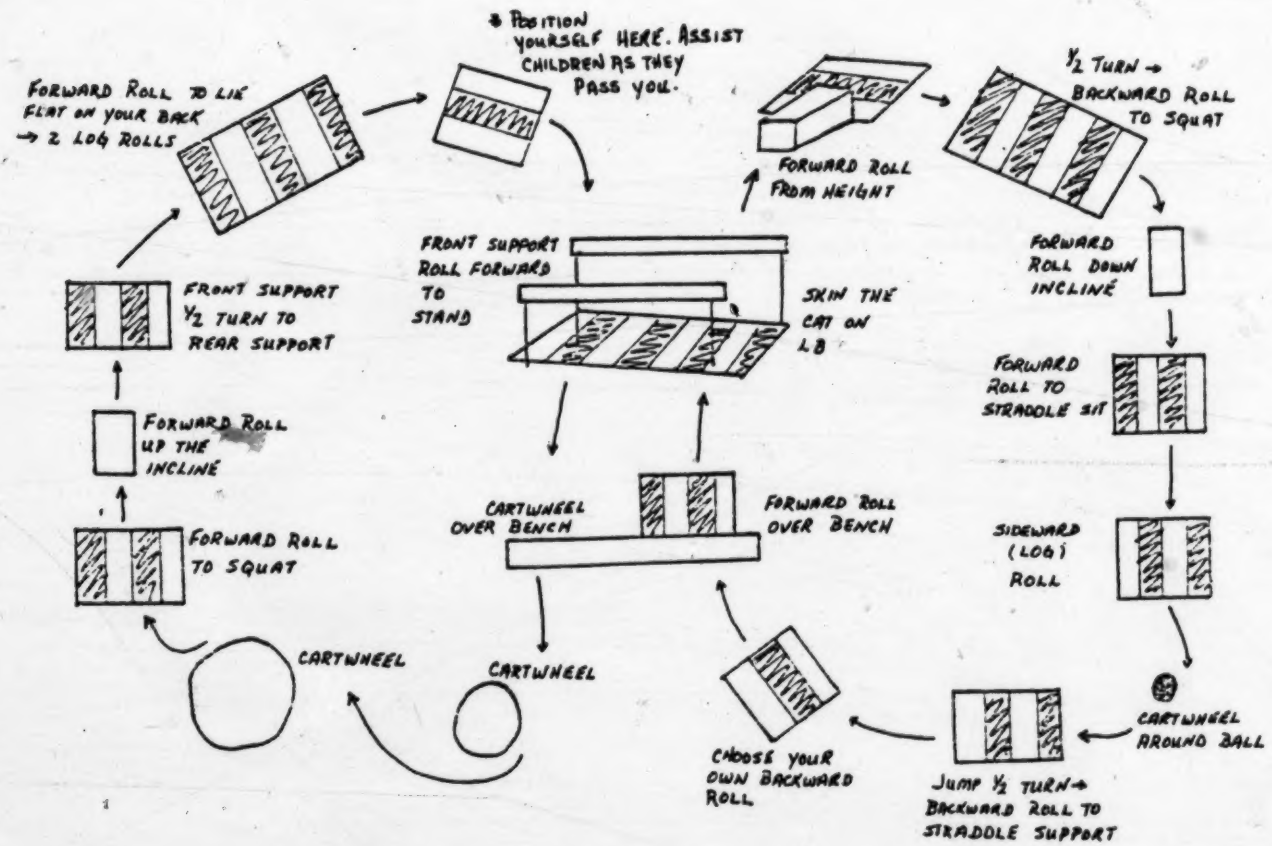
RED LEVEL CIRCUIT

THEME: Rotations

PATTERN: Double circle or weave or figure 8

EQUIPMENT:

- bar (LB of unevens, or one rail of the parallels)
- bench
- skipping ropes (2)
- hoop
- beat boards (2)
- mats (15+)
- ball


FORWARD ROLL TO LIE FLAT ON YOUR BACK → 2 LOG ROLLS
* POSITION YOURSELF HERE. ASSIST CHILDREN AS THEY PASS YOU.
FORWARD ROLL FROM HEIGHT
½ TURN → BACKWARD ROLL TO SQUAT
FORWARD ROLL DOWN INCLINE
FRONT SUPPORT ½ TURN TO REAR SUPPORT
FRONT SUPPORT ROLL FORWARD TO STAND
SKIN THE CAT ON LB
FORWARD ROLL TO STRADDLE SIT
FORWARD ROLL UP THE INCLINE
CARTWHEEL OVER BENCH
FORWARD ROLL OVER BENCH
SIDEWARD (LOG) ROLL
FORWARD ROLL TO SQUAT
CARTWHEEL
CARTWHEEL
CARTWHEEL AROUND BALL
CHOOSE YOUR OWN BACKWARD ROLL
JUMP ½ TURN → BACKWARD ROLL TO STRADDLE SUPPORT

LESSON PLAN 2

THEME: spring and landings[1]

TIME: 45 minutes

GROUP SIZE: 15 - 35

AGE: 6 - 12 years

INSTRUCTORS: 1 HELPERS: 2

Warm-up

OBJECTIVES: the large muscle groups will be loosened up

children will gain confidence when moving around the apparatus

ACTIVITIES: 10min.

*partner tag

*catch one, catch all

*inchworm

*partner assisted straddle sit stretch

*Relays: frog hops, kangaroo leaps, leap frog

Lesson

OBJECTIVES: children will be able to demonstrate the difference between a jump and a spring
children will be able to control their landings 30min.

1. Spring:[2]discovery approach to achieving height in spring, and to achieving controlled landings(10min)
2. ACTIVITY: Obstacle Course for spring and landings(15-20min)

Warm-down

popcorn 2min.

---

[1]This lesson plan is adapted from one created by Mike Hannah, St. Vital, Winnipeg, Manitoba.
[2]Lesson details can be found on the following pages.

LESSON PLAN DETAILS

1. SPRING: (10min)

Coach	Children
"How high can you jump?"	• everyone jumps
"How high can you jump with your hands on your hips and without bending your legs? ...Try it!"	• little bounces only from use of the toes
"Now, keeping your hands on your hips, start in full squat and jump as high as you can. Explode like a Jack-In-The-Box!"	• big jumps
"That was much better. How did it feel jumping with your hands on your hips?"	"Funny, awful, dead"
"This time start in full squat with your hands on the floor and when you explode out of the box throw your hands towards the ceiling!"	huge jumps
"Now let's start in full squat with your hands on the floor and jump as high as you can but in slow motion."	slow, heavy jumps
"Why can't you jump very high in slow motion?"	"You need to be moving fast to jump high."
"Great, so to jump high we have to push down very fast with our legs! Right?"	"Right"
"Did it feel better to use your arms to help you jump?"	"Yes"
"Okay, so now we know that to jump high we have to EXPLODE! Push very fast with our legs and throw our arms to the ceiling."	children practice
"Our arms go ZIP!"	
"Try to jump without using your toes. Keep your toes curled under. How does it feel, jumping without your toes?"	• children try, and find it difficult
"Now, put together everything that you know about jumping and jump as high as you can. Go all the way to the other side of the gym"	• children jump about
"Now, try to jump as high as you can but get your feet off the floor as fast as you can - - pretend that the floor is very hot!"	• children interpret instructions and try
"Are your feet on the floor longer when you bend your legs alot?"	"Yes"
"So, let's try to bend our legs just enough to spring. Don't forget to use your arms!"	• children try
"Now we know how to ZING - - the ZIP of our arms and the SPRING of our legs makes us ZING! Let's all ZING together!"	• children spring around the gym calling out "zing" as they spring
"Okay, everyone jump; everyone zing."	• children try to demonstrate the difference
Coach corrects	• children practice using the apparatus as well as the floor
"Let's land as noisily as we can."	• children land heavily
"Let's land as quietly as we can."	• children try to land quietly
"What did you do to help you land quietly?"	"bending knees, hips, toes..."
"Did you land on just your toes? How many feet did you land on?"	• children identify that they should be landing on both feet with a toe-to-heel action
"Did you stop suddenly, or slowly?"	"Slowly"
"Let's try -- spring onto the equipment and jump off."	• children try
Coach corrects	• children practice

2. ACTIVITY: Obstacle Course (15 – 20 min)

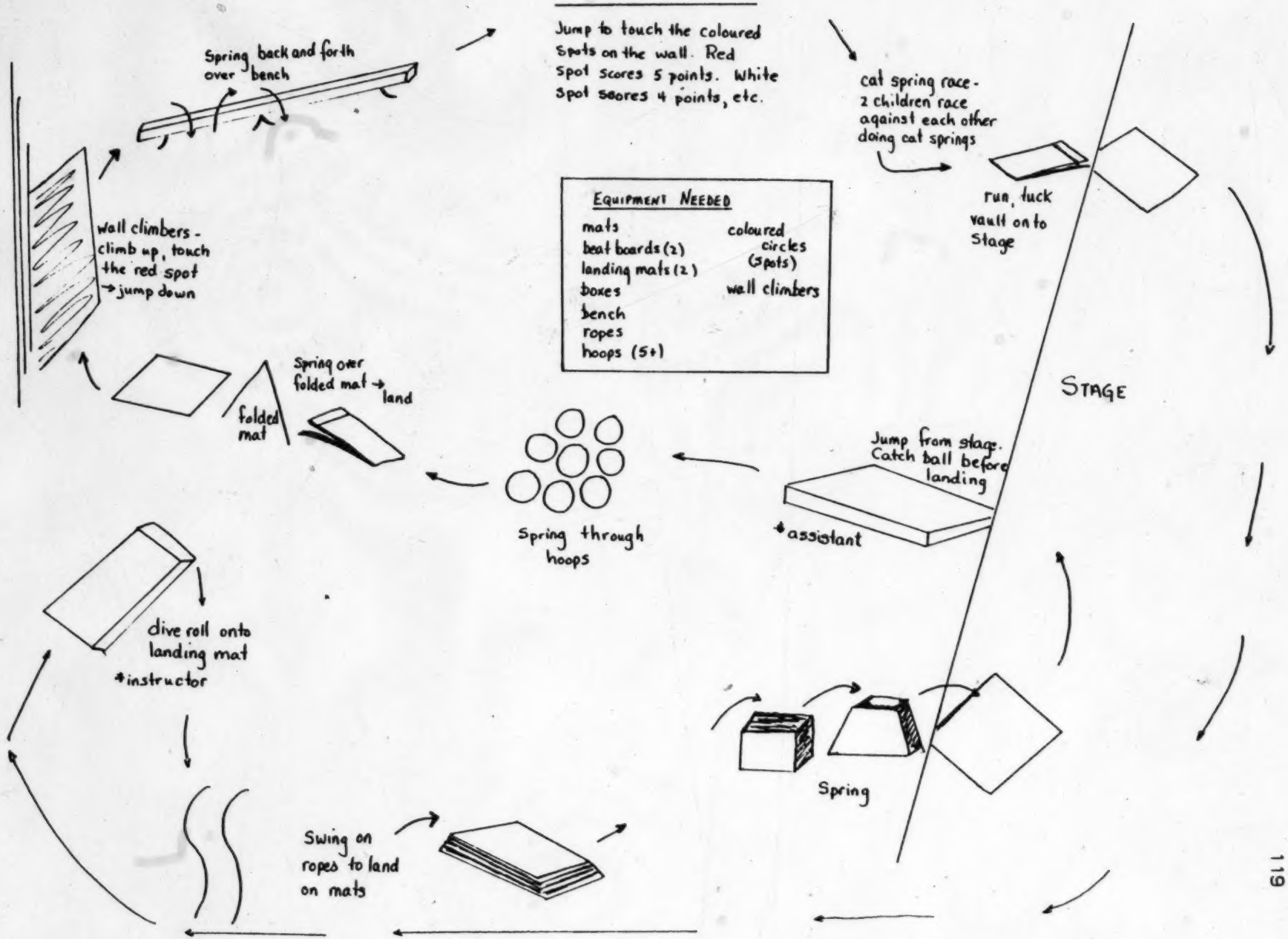
1. Have the children go through the obstacle course. Depending upon the level of the children, incorporate the following ideas:
   a. replace "tuck" with "straddle"
   b. perform a variety of positions while in the air (tuck, straddle, pike, twists)
2. Stop the children. Have them demonstrate that they know the difference between springing and jumping. Correct and have them practise using the equipment as is.
3. Stop the children again, and review how to land in control.
4. Resume the obstacle course.

3. POPCORN:

Gather the children together inside a circle; the children should be close together, but not cramped. Start off by having them do fast, staccatto–like rebound springs, and change to jumping as the popcorn starts to pop.

Repeat by taking the popcorn off the heat and adding more.

This is excellent for leg strength and cardio–vascular conditioning if the children are kept active for at least 2 minutes.


Spring back and forth over bench
Jump to touch the coloured spots on the wall. Red spot scores 5 points. White spot scores 4 points, etc.
cat spring race - 2 children race against each other doing cat springs
run, tuck vault on to stage
wall climbers - climb up, touch the red spot → jump down
EQUIPMENT NEEDED
mats
beat boards (2)
landing mats (2)
boxes
bench
ropes
hoops (5+)
coloured circles (spots)
wall climbers
STAGE
Spring over folded mat → land
folded mat
Jump from stage. Catch ball before landing
assistant
Spring through hoops
dive roll onto landing mat
instructor
Spring
Swing on ropes to land on mats

DOMINANT MOVEMENT PATTERN CHECKLIST

Check off the dominant movement patterns to be used in each lesson.

	LESSONS												
	1	2											
STATICS													
Supports	✓												
Hangs	✓												
Balances	✓												
LANDINGS													
Safety		✓											
Control		✓											
ROTATIONS													
Forward/Backward	✓												
Sideward	✓												
Longitudinal	✓												
SWING													
SPRING		✓											
HEIGHT & FLIGHT													

PHYSICAL DEVELOPMENT CHECKLIST

Check off the areas of physical development to be covered in each lesson.

	LESSONS												
	1	2											
STRENGTH													
legs	✓	✓											
shoulders	✓												
trunk	✓												
POWER													
legs		✓											
arms													
ENDURANCE	✓	✓											
FLEXIBILITY													
legs	✓	✓											
shoulders	✓												

RED WHITE BLUE GYMNASTICS CIRCUITS

PURPOSE: To help you design circuits using the C.G.F. Development Program.

INSTRUCTIONS:

a. Analyze the following circuits to see if you can adapt them to your gymnastics environment.

WHEN TO USE: Hours 1 - 10.

Note: These circuits, as explained, are geared to the practice of fundamentals. A teaching phase can be built in by having the instructor at one particular area instructing and spotting. The instructor is reminded to be positioned so that a full view of the activity area is possible.

---

[3]These circuits were adapted from those presented at an Education-Recreation Teaser Clinic, Fall, 1979. They were developed for The Ontario Gymnastics Federation.

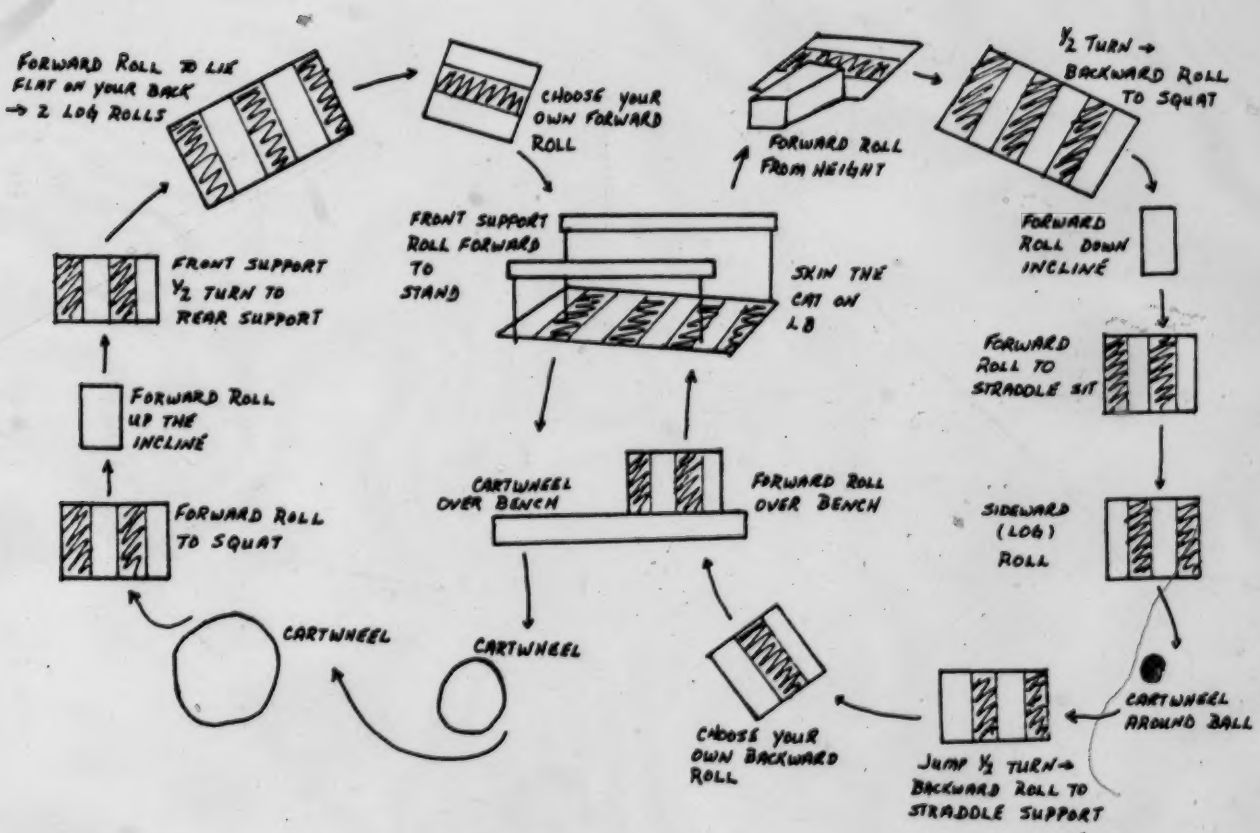
RED LEVEL CIRCUIT

THEME: Rotations

PATTERN: Double circle or weave or figure 8

EQUIPMENT:

- bar (LB of unevens, or one rail of the parallels)
- bench
- skipping ropes (2)
- hoop
- beat boards (2)
- mats (15+)
- ball


FORWARD ROLL TO LIE FLAT ON YOUR BACK → 2 LOG ROLLS
CHOOSE YOUR OWN FORWARD ROLL
FORWARD ROLL FROM HEIGHT
½ TURN → BACKWARD ROLL TO SQUAT
FRONT SUPPORT ROLL FORWARD TO STAND
SKIN THE CAT ON LB
FORWARD ROLL DOWN INCLINE
FRONT SUPPORT ½ TURN TO REAR SUPPORT
FORWARD ROLL TO STRADDLE SIT
FORWARD ROLL UP THE INCLINE
CARTWHEEL OVER BENCH
FORWARD ROLL OVER BENCH
SIDEWARD (LOG) ROLL
FORWARD ROLL TO SQUAT
CARTWHEEL
CARTWHEEL
CARTWHEEL AROUND BALL
CHOOSE YOUR OWN BACKWARD ROLL
JUMP ½ TURN → BACKWARD ROLL TO STRADDLE SUPPORT

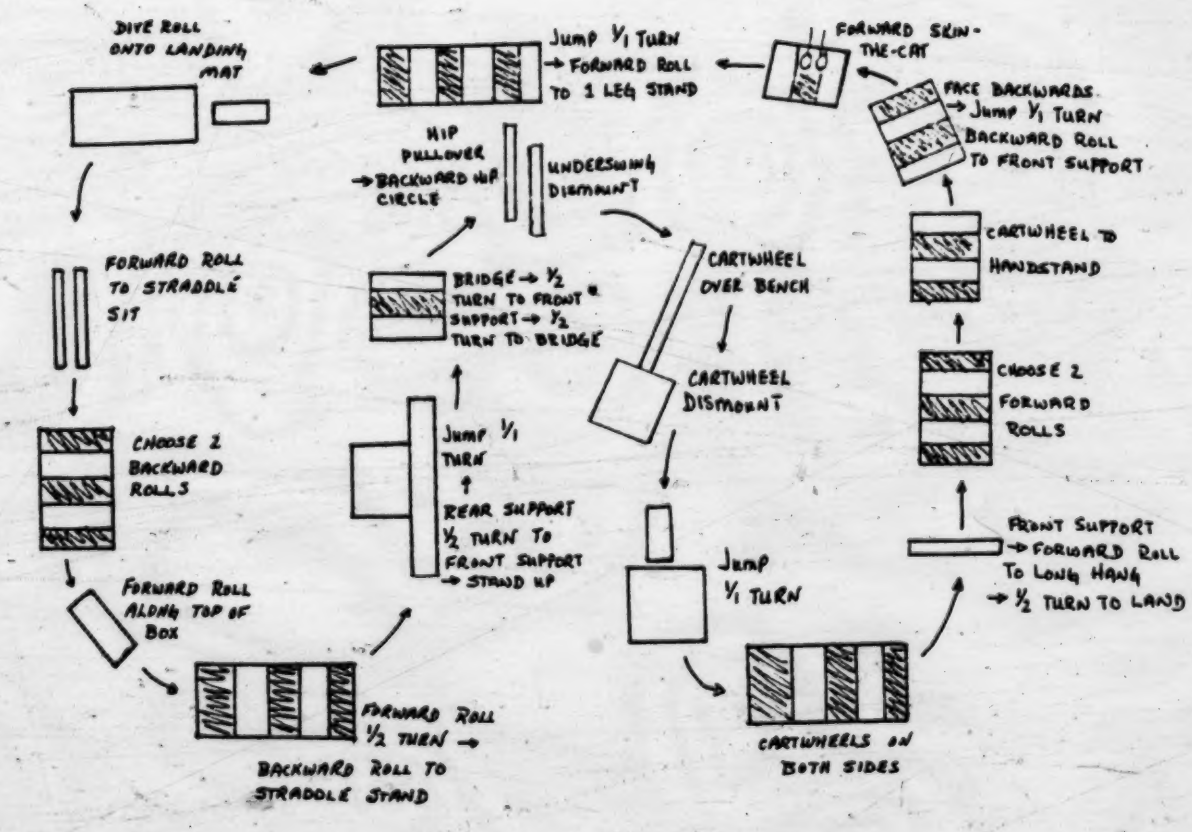
WHITE LEVEL CIRCUIT

THEME: Rotations

PATTERN: Weave

EQUIPMENT:

parallel bars	unevens
beat boards (2)	bench
rings/ropes	high bar
high beam	mats (20)
box horse	landing pad


DIVE ROLL ONTO LANDING MAT
JUMP ½ TURN → FORWARD ROLL TO 1 LEG STAND
FORWARD SKIN-THE-CAT
FACE BACKWARDS → JUMP ½ TURN BACKWARD ROLL TO FRONT SUPPORT
HIP PULLOVER → BACKWARD HIP CIRCLE
UNDERSWING DISMOUNT
CARTWHEEL TO HANDSTAND
FORWARD ROLL TO STRADDLE SIT
BRIDGE → ½ TURN TO FRONT SUPPORT → ½ TURN TO BRIDGE
CARTWHEEL OVER BENCH
CHOOSE 2 FORWARD ROLLS
CHOOSE 2 BACKWARD ROLLS
JUMP ½ TURN → REAR SUPPORT ½ TURN TO FRONT SUPPORT → STAND UP
CARTWHEEL DISMOUNT
FRONT SUPPORT → FORWARD ROLL TO LONG HANG → ½ TURN TO LAND
FORWARD ROLL ALONG TOP OF BOX
JUMP ½ TURN
FORWARD ROLL ½ TURN → BACKWARD ROLL TO STRADDLE STAND
CARTWHEELS ON BOTH SIDES

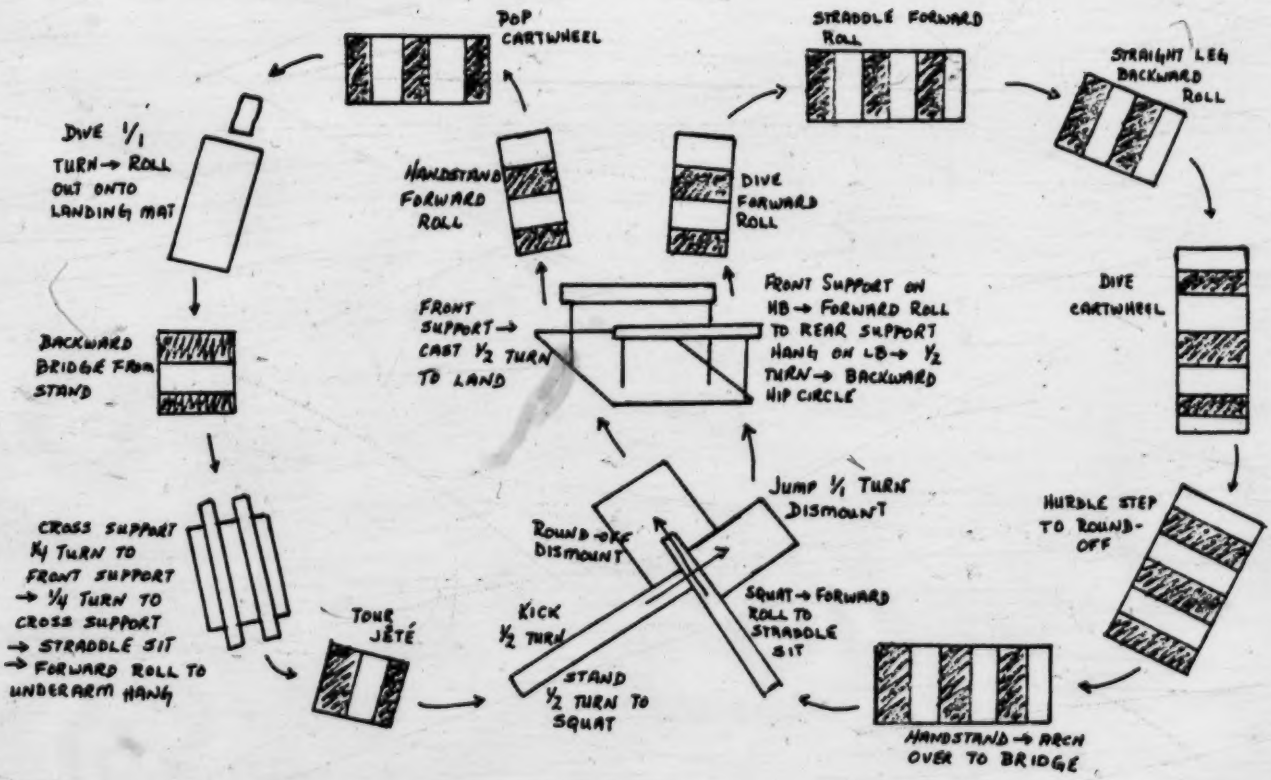
BLUE LEVEL CIRCUIT

THEME: Rotations

PATTERN: Figure 8

EQUIPMENT:

- mats (24)
- beam
- unevens
- parallels
- beat board
- landing pad
- beam draped with mats


POP CARTWHEEL
STRADDLE FORWARD ROLL
STRAIGHT LEG BACKWARD ROLL
DIVE 1/1 TURN → ROLL OUT ONTO LANDING MAT
HANDSTAND FORWARD ROLL
DIVE FORWARD ROLL
DIVE CARTWHEEL
FRONT SUPPORT ON HB → FORWARD ROLL TO REAR SUPPORT HANG ON LB → 1/2 TURN → BACKWARD HIP CIRCLE
FRONT SUPPORT → CAST 1/2 TURN TO LAND
BACKWARD BRIDGE FROM STAND
HURDLE STEP TO ROUND-OFF
JUMP 1/1 TURN DISMOUNT
ROUND-OFF DISMOUNT
CROSS SUPPORT 1/4 TURN TO FRONT SUPPORT → 1/4 TURN TO CROSS SUPPORT → STRADDLE SIT → FORWARD ROLL TO UNDERARM HANG
TOUR JETÉ
KICK 1/2 TURN
SQUAT → FORWARD ROLL TO STRADDLE SIT
STAND 1/2 TURN TO SQUAT
HANDSTAND → ARCH OVER TO BRIDGE

LESSON PLANNING

INSTRUCTIONS:

a. Plan 2 lessons using the "theme" idea. Use one or both of the sample lesson plans (adapting them tho your gym program), OR choose any 2 of your own lesson plans.

Use the planning sheets provided.

Evaluate, using the sheets provided.

b. Design 2 circuits. Either adapt the samples given OR design your own.

Diagram them on the sheets provided, and evaluate them.

WHEN TO USE: Hours 1 – 10.

LESSON PLAN

THEME: _____

TIME: _____

GROUP SIZE: _____

AGE: _____

Warm-up

Lesson

Warm-down

LESSON EVALUATION

THEME: _____

Warm-up

1. Were the children continually active? _____
2. Did the children appear to be enjoying the activity? _____
3. Which activities would you use again? _____

_____

4. Which activities would you not use again? _____

_____

Lesson

Circle:

1. Were the activities enjoyable? none some many all
2. Were the activities challenging? none some many all
3. Were the children successful at the activities? no sometimes yes
4. Was the equipment used effectively? no sometimes yes
5. Was the space used effectively? no sometimes yes

Would you use the same lesson again? _____ Why? _____

_____

What was the major strength? _____

_____

What was the major weakness? _____

_____

Refer to your long-term objectives. Which objective(s) did this lesson help achieve?

_____

_____

CIRCUIT WORKSHEETS

THEME: _____

PATTERN: _____

EQUIPMENT: _____

_____

_____

LAY-OUT:

CIRCUIT EVALUATION

THEME: _____

1. Were the children capable of the skill level?_____
2. Were there line-ups?_____
3. Was it interesting? _____
4. List the activities in the circuit that you would not use again:

   _____

   _____

   Why? _____

   _____

5. Was the circuit easy to explain? ____
6. How could you improve the circuit? _____

   _____

   _____

PLANNING & RECORDING

PURPOSE:

a. To assist your daily planning over your 50 hours of coaching.
b. To provide you with a record of your lesson organization and content.

INSTRUCTIONS:

a. Fill out these sheets when planning each lesson.
b. Complete the long-term evaluation sheets after 20 hours and after 45 hours.

WHEN TO USE: Hours 1 - 50.

DOMINANT MOVEMENT PATTERN CHECKLIST

Check off the dominant movement patterns to be used in each lesson.

	LESSONS											
	1	2	3	4	5	6	7	8	9	10	11	12
STATICS												
Supports												
Hangs												
Balances												
LANDINGS												
Safety												
Control												
ROTATIONS												
Forward/Backward												
Sideward												
Longitudinal												
SWING												
SPRING												
HEIGHT & FLIGHT												

DOMINANT MOVEMENT PATTERN CHECKLIST

Check off the dominant movement patterns to be used in each lesson.

	LESSONS											
	13	14	15	16	17	18	19	20	21	22	23	24
STATICS												
Supports												
Hangs												
Balances												
LANDINGS												
Safety												
Control												
ROTATIONS												
Forward/Backward												
Sideward												
Longitudinal												
SWING												
SPRING												
HEIGHT & FLIGHT												

DOMINANT MOVEMENT PATTERN CHECKLIST

Check off the dominant movement patterns to be used in each lesson.

	LESSONS											
	25	26	27	28	29	30	31					
STATICS												
Supports												
Hangs												
Balances												
LANDINGS												
Safety												
Control												
ROTATIONS												
Forward/Backward												
Sideward												
Longitudinal												
SWING												
SPRING												
HEIGHT & FLIGHT												

PHYSICAL DEVELOPMENT CHECKLIST

Check off the areas of physical development to be covered in each lesson.

	LESSONS											
	1	2	3	4	5	6	7	8	9	10	11	12
STRENGTH												
legs												
shoulders												
trunk												
POWER												
legs												
arms												
ENDURANCE												
FLEXIBILITY												
legs												
shoulders												

PHYSICAL DEVELOPMENT CHECKLIST

Check off the areas of physical development to be covered in each lesson.

	LESSONS											
	13	14	15	16	17	18	19	20	21	22	23	24
STRENGTH												
legs												
shoulders												
trunk												
POWER												
legs												
arms												
ENDURANCE												
FLEXIBILITY												
legs												
shoulders												

PHYSICAL DEVELOPMENT CHECKLIST

Check off the areas of physical development to be covered in each lesson.

	LESSONS											
	25	26	27	28	29	30	31					
STRENGTH												
legs												
shoulders												
trunk												
POWER												
legs												
arms												
ENDURANCE												
FLEXIBILITY												
legs												
shoulders												

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 1	2	3
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 4	5	6
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 7	8	9
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 10	11	12
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 13	14	15
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings.

GAMES	LESSONS 16	17	18
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 19	20	21
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 22	23	24
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 25	26	27
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 28	29	30
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

GYMNASTICS AND RELATED GAMES

List games to be used under the following headings:

GAMES	LESSONS 31	32	33
COMBATIVES			
TAGS			
ANIMAL			
OTHER			

APPARATUS CHECKLIST

List the apparatus available to you at the left.

Check off the equipment to be used in each lesson.

APPARATUS	LESSONS											
	1	2	3	4	5	6	7	8	9	10	11	12

APPARATUS CHECKLIST

List the apparatus available to you at the left.

Check off the equipment to be used in each lesson.

APPARATUS	LESSONS											
	13	14	15	16	17	18	19	20	21	22	23	24

APPARATUS CHECKLIST

List the apparatus available to you at the left.

Check off the equipment to be used in each lesson.

APPARATUS	LESSONS											
	25	26	27	28	29	30	31					

OF WHAT VALUE WAS YOUR LONG TERM PLAN?

Complete the following after completing 20 hours of coaching

1. List your objectives stated earlier:	Rate your achievement	not achieved	somewhat achieved	almost achieved	achieved
		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4

2. With respect to your program:

a. What is its strongest feature? _____

b. What is its weakest feature? _____

c. The first aspect that needs changing is: _____

d. Attendance: up by_____ down by_____

3. List immediate problems	Offer Solutions
_____	_____
_____	_____
_____	_____

Rate the value of your long term plan:

1	2	3	4	5
I never used it	little value	some value	valuable	very valuable

OF WHAT VALUE WAS YOUR LONG TERM PLAN?

Complete the following after completing 50 hours of coaching.

1. List your objectives stated earlier:	Rate your achievement:	not achieved	somewhat achieved	almost achieved	achieved
		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4
_____		1	2	3	4

2. With respect to your program:

a. What is its strongest feature? _____

b. What is its weakest feature? _____

c. The first aspect that needs changing is: _____

d. Attendance: up by_____ down by_____

3. List immediate problems	Offer Solutions
_____	_____
_____	_____
_____	_____

Rate the value of your long term plan:

1	2	3	4	5
I never used it	little value	some value	valuable	very valuable

PART V

OBSERVATION TASK

PURPOSE: To help you to become more aware of your style of coaching.

INSTRUCTIONS:

a. Observe another Level I Coach (someone who has completed Level I Technical).
b. Use the following sheets to aid your observation.
c. This observation is required to be done once. However, it will be to your benefit to do a number of observations.

WHEN TO USE: Hours 10 – 20.

OBSERVATION ANALYSIS

1. Diagram the physical layout of the gym.

2. How many students are in the group?_____

3. How many groups are in the gym?_____

4. What is the main focus of the lesson?_____

5. Are skills taught?_____.If so, which ones? _____

_____

6. Do the activities encourage physical development?_____

7. Are circuit activities being used?_____

8. How many games were played?____

9. Are children lined up during the activities/games?_____

10. What was the purpose of the warm-up? _____

_____

11. What was the purpose of the warm-down? _____

_____

12. Rate the following:

How active were the children?_____

Were the activities:	none	some	many	all
suitable	1	2	3	4
challenging	1	2	3	4
enjoyable	1	2	3	4

11. What was the major strength of the lesson?_____

_____

12. What was the major weakness of the lesson?_____

_____

13. What would you do to improve the lesson?_____

_____

14. Compare the observed situation to your own coaching environment.

List 3 points of similarity:

_____

_____

_____

List 3 points of difference:

_____

_____

_____

15. Refer back to Part I to answer these questions:

a. Which competencies did the observed coach show?_____

b. Which competencies did the observed coach lack? _____

16. Compare your observations to your own coaching experience:

a. In which areas of competencies do you feel that you have improved? _____

b. In which areas do you feel that you need further improvement?_____

c. What did you learn about your style of coaching from observing someone else? _____

_____

PART VI

REVIEW 2

PURPOSE: To help you review the content of Level I Technical.

INSTRUCTIONS:

a. Answer all questions that you can without the aid of your manual.
b. Then, use your manual to complete and correct all questions. A key has been provided to help you locate answers.

WHEN TO USE: Hours 20 – 30.

REVIEW 2

1. What are the 5 most common forms of gymnastics?

_____ _____

_____ _____

_____

2. What limits flexibility?(list 3 things)

_____ _____ _____

3. List 5 gymnastic activities or skills that require power:

_____ _____

_____ _____

_____

4. Movement is a result of combining a balance with a weight transfer. Give 2 examples: _____

_____

5. Match the biomechanical principles with the dominant movement pattern:

____*T*o achieve maximum amplitude, keep the center of gravity as far away from the point of support or suppension as possible.

____*T*he greater the distance between the axis and the point of application of the force, the more effective the force.

____*T*he lower the center of gravity, the greater the stability.

____*F*orce should be spread over the greatest time and distance possible.

The larger the base of support, the more stable the object.

1) swing . . . 2) statics . . . 3)spring . . . 4)landings . . . 5)rotations

6. "Learning is a relatively permanent change that is the result of experience." Learning has 3 distinct phases:

"Trial and error" characterizes this phase: _____

Specific feedback, "Key words" are important in this phase: _____

Performance becomes consistent and automatic: _____

7. From pages 86 – 87 list the 3 factors that you feel are most important in facilitating learning: _____

_____

_____

8. From page 123 list the 3 policies/procedures that you feel to be most important:

_____

_____

_____

HOW DID YOU DO?

1. How would you rate your performance?

   excellent . . . good . . . fair . . . poor

2. How many questions did you have to look up?_____

3. Do you feel confident that you know the content of Level I Technical manual?

   not really . . . generally . . . definitely

Key To Answers

1. pp. 7 – 10
2. pp. 17 – 21
3. p. 27
4. p. 38
5. Section G
6. pp. 85 – 87
7. pp. 86 – 87
8. p. 123

PART VII

LESSON PLANNING

INSTRUCTIONS:

a. Plan 2 more lessons using the "theme" idea.

Use the planning sheets provided.

Evaluate, using the sheets provided.

b. Design 2 more circuits.

Diagram them on the sheets provided, and evaluate them.

WHEN TO USE: Hours 30 – 45.

LESSON PLAN

THEME: _____

TIME: _____

GROUP SIZE: _____

AGE: _____

Warm-up

Lesson

Warm-down

LESSON EVALUATION

THEME: _____

Warm-up

1. Were the children continually active? _____
2. Did the children appear to be enjoying the activity? _____
3. Which activities would you use again? _____

_____

4. Which activities would you not use again? _____

_____

Lesson

Circle:

1.	Were the activities enjoyable?	none	some	many	all
2.	Were the activities challenging?	none	some	many	all
3.	Were the children successful at the activities?	no	sometimes		yes
4.	Was the equipment used effectively?	no	sometimes		yes
5.	Was the space used effectively?	no	sometimes		yes

Would you use the same lesson again? _____ Why? _____

_____

What was the major strength? _____

_____

What was the major weakness? _____

_____

Refer to your long-term objectives. Which objective(s) did this lesson help achieve?

_____

_____

CIRCUIT WORKSHEETS

THEME: _____

PATTERN: _____

EQUIPMENT: _____

_____

_____

LAY-OUT:

CIRCUIT EVALUATION

THEME: _____

1. Were the children capable of the skill level?_____
2. Were there line-ups?_____
3. Was it interesting? _____
4. List the activities in the circuit that you would not use again:

   _____

   _____

   Why? _____

   _____

5. Was the circuit easy to explain? ____
6. How could you improve the circuit? _____

   _____

   _____

PART VIII

LOGBOOK

PURPOSE: To provide a record of your involvement in gymnastics.

INSTRUCTIONS: Record your gymnastics experiences as you go along.

WHEN TO USE: Hours 1 – 50.

RECORD OF EXPERIENCE

Name of Club/Institution _____

Address _____

_____

Program Description

Age Group _____

Class Size _____

Type of Program _____

Dates of Involvement _____

Hours/week_____. Number of weeks_____.

Coach's Signature _____

Head Coach's Signature _____

Date _____

RELATED GYMNASTICS INVOLVEMENT

courses/clinics...displays...judging...

WHAT	WHERE	WHEN	DESCRIPTION OF INVOLVEMENT
Parents' Night (S A M P L E)	Maple School	Feb. 6/82	Organized a gymnastics demonstration involving 20 students. Commentator.

SECTION 3

This section is to help you assess your development as a Level I Coach.

Use this as you did Part III.

Complete this between hours 45 - 50.

HOW CONFIDENT DO YOU FEEL TO . . .

	not at all confident	little confidence	some confidence	confident	very confident	completely confident
	0	1	2	3	4	5

PART A

1. develop a long-term plan for your gymnasts? 0 1 2 3 4 5

2. select/design activities to develop:

   flexibility 0 1 2 3 4 5

   strength 0 1 2 3 4 5

   power 0 1 2 3 4 5

   endurance 0 1 2 3 4 5

3. select/design activities that encourage children to explore:

   statics 0 1 2 3 4 5

   landings 0 1 2 3 4 5

   rotations 0 1 2 3 4 5

   swing 0 1 2 3 4 5

   spring 0 1 2 3 4 5

   height and flight 0 1 2 3 4 5

4. select/design activities in which you teach the key movements skills of:

   statics 0 1 2 3 4 5

   landings 0 1 2 3 4 5

   rotations 0 1 2 3 4 5

   swing 0 1 2 3 4 5

   spring 0 1 2 3 4 5

   height and flight 0 1 2 3 4 5

5. select/design activities that help children to develop an awareness of their movement in:

   general space 0 1 2 3 4 5

   equipment space 0 1 2 3 4 5

HOW CONFIDENT DO YOU FEEL TO . . .	not at all confident	little confidence	some confidence	confident	very confident	completely confident
	0	1	2	3	4	5
PART B						
1. develop daily lesson plans?	0	1	2	3	4	5
2. design/select warm-up activities that will:						
increase physical development	0	1	2	3	4	5
have continuous activity	0	1	2	3	4	5
set a positive tone/atmosphere	0	1	2	3	4	5
3. design/select gymnastics games	0	1	2	3	4	5
4. design/select circuit-type activities to encourage the development of the basic movement skills	0	1	2	3	4	5
5. design/select activities that make efficient use of the equipment and space available	0	1	2	3	4	5
6. design/select activities that are:						
continuous	0	1	2	3	4	5
challenging	0	1	2	3	4	5
suitable	0	1	2	3	4	5
7. design/select warm-down activities that are fun	0	1	2	3	4	5

WHAT DOES YOUR PROFILE TELL YOU?

1. Compare your profile this time to the profile that you did in Part III.

   List your areas of improvement _____

   _____

   _____

   In what areas do you feel that you must still improve?

   _____

   _____

Appendix F

Level I Technical Courses, Alberta, January - February 1982.

1. Rocky Mountain House, January 8th - 10th, 1982
2. Mill Woods, January 8th - 10th, 1982
3. Fort McMurray, January 15th - 16th, 1982
4. Lethbridge, January 15th - 16th, 1982
5. Barrhead, February 26th - 28th, 1982

Appendix G

The Panel of Experts

Mr. Tom Kinsman, Program Developmental Co-ordinator, CGF

Mr. Terry Valeriote, Coaching Certification Co-ordinator, the Coaching Association of Canada

Mr. Ken Daley, New Brunswick Gymnastics Association

Ms. Sue Rockwood, Chairman, Recreation-Education Committee, The Ontario Gymnastics Federation

Ms. Liz Swinton, Technical Director, The Ontario Gymnastics Federation

Mr. Gord Miall, Master Course Conductor, Level I, CGF

Mr. Tom Carrick, Master Course Conductor, Level I, CGF

Mrs. Marilyn Savage, Director, The Seneca School of Gymnastics, Toronto, Ontario

Mrs. Sandy O'Brien, Gymnastics Coach, Level I Course Conductor, The University of Alberta

Mrs. Joan Payne, Level I Course Conductor, Alberta

Mr. Ross Hunt, Level I Course Conductor, Alberta

Mr. Keith Russell, Primary author, Level I Technical Manual, Past Men's National Coach, The University of Saskatchewan

Appendix H

Questionnaires

1. To the Panel of Experts
2. To the Coaches

Introduction

This manual has been written to achieve the following objectives:

1. to encourage Level 1 coaches to adapt the content and the methodological approach suggested in Level 1 Technical to their gymnastics environment, and
2. to provide direction and structure to the Level 1 Practical.

To these ends, the manual has been written as a learning guide. The design of the manual should:

1. encourage Level 1 coaches to constantly evaluate themselves in reference to the desired competencies of a Level 1 coach,
2. guide the coaches in their development as Level 1 coaches through the provision of outlines and ideas, and
3. encourage the coaches to continually refer to their Level 1 Technical manual, thereby reinforcing its philosophical and methodological approach.

The following questionnaire has been developed to determine the degree to which the content and the design of the Practical manual achieves the above objectives. Please complete the following questionnaire at your earliest convenience.

QUESTIONNAIRE

Part A --- Content of the Manual

The purpose of Part A is to determine the extent to which the content of the manual achieves the objectives of the author.

Please indicate your opinion by circling the appropriate number on the rating scale.

Please refer to Section 1 of the manual (pp. 5-20) when answering:

Section 1 of the manual is designed to:

1. make the coaches aware of the desired competencies of a Level 1 coach
2. indicate to the coaches their command of the content of Level 1 Technical
3. help the coaches assess their strengths and weaknesses with respect to the desired competencies.

		excellent	very good	adequate	fair	deficient
1.	I feel that the content of Part I (pp. 6-10) is _____ for coaches to increase their awareness of the desired competencies of a Level 1 coach.	1	2	3	4	5
2.	I feel that the content of Part II is _____ for coaches to assess their knowledge of Level 1 content.	1	2	3	4	5
3.	I feel that the content of Part III is _____ for coaches to assess their strengths and weaknesses.	1	2	3	4	5
4.	I feel that the content of Section 1 is _____ in achieving the above listed objectives.	1	2	3	4	5

Please refer to Section 2 of the manual (pp. 21-81) when answering:

Section 2 of the manual is designed to:

1. help coaches plan their program
2. help coaches to plan their individual lessons
3. guide the development of Level 1 coaches
4. help coaches assess their gymnastics program and lessons.

		excellent	very good	adequate	fair	deficient
1.	I feel that the content of Part IV (pp. 22-66) is _____ in helping the coaches plan their program.	1	2	3	4	5
2.	I feel that the content of Part IV is _____ in helping the coaches plan their lessons.	1	2	3	4	5
3.	I feel that the content of Part IV is _____ in helping coaches evaluate their program.	1	2	3	4	5
4.	I feel that the content of Part IV is _____ in helping coaches evaluate their lessons.	1	2	3	4	5
5.	I feel that the content of Part IV is _____ in guiding the development of Level 1 coaches.	1	2	3	4	5
6.	I feel that the content of Part IV is _____ in reinforcing the philosophical objectives (fun, fitness, fundamentals) of Level 1 and the methodology recommended by Level 1 Technical.	1	2	3	4	5
7.	I feel that the content of Part V (pp. 67-69) is _____ in helping coaches to become more aware of their competencies as a Level 1 coach.	1	2	3	4	5
8.	I feel that the content of Part VI (pp. 70-73) is _____ as a reminder to the coaches of their mastery of Level 1 content.	1	2	3	4	5

Please refer to Section 3 of the manual (pp. 82-85) when answering:

Section 3 of the manual is designed to help the coaches assess their development over the 50 hour practical.

1.	I feel that the content of Section 3 is _____ achieving this objective.	1	2	3	4	5

Part B --- Usefulness of the Manual

The purpose of Part B is to determine how useful the manual will be in helping coaches adapt Level 1 content and methodology to their gymnastics environment.

Please indicate your opinion by circling the appropriate number on the rating scale.

Part IV of the manual (pp. 22–66) is designed to help the coaches plan their gymnastics program.

		extremely	very	not very	not
1.	I feel that Part IV is _____useful in helping coaches plan their gymnastics program.	1	2	3	4
2.	I feel that Part IV is _____useful in providing the coaches with ideas for lesson themes.	1	2	3	4
3.	I feel that Part IV is _____useful in providing the coaches with ideas for lesson activities.	1	2	3	4
4.	I feel that Part IV is _____useful in helping the coaches create a gymnastics environment that emphasizes continuous activity.	1	2	3	4
5.	I feel that Part IV is _____useful in demonstrating how the Red, White and Blue Development Program can be integrated as activities into a gymnastics lesson.	1	2	3	4
6.	I feel that Part IV is_____useful in helping coaches develop a complete, well–rounded gymnastics program.	1	2	3	4
7.	I feel that Part IV is _____useful as a learning guide by providing coaches with self–evaluative activities.	1	2	3	4

	extremely	very	not very	not
8. I feel that:				
Part V is_____*useful*...	1	2	3	4
Part VI is _____useful...	1	2	3	4
Part VII is _____useful...	1	2	3	4
...in helping coaches develop their understanding of Level 1 content and methodology.				
9. I feel that Section 2 (pp. 21-81) is_____ *useful* in helping the coaches adapt Level 1 content and methodology to their coaching environments.	1	2	3	4

Part C --- Overall Effectiveness

With specific reference to the overall objectives of the manual, *please indicate your opinion by circling the appropriate number on the rating scale.*

	extremely	very	effective	not very	not
1. The manual is _____effective in encouraging Level 1 coaches to adapt the methodological approach and the content of Level 1 Technical to their gymnastics environment.	1	2	3	4	5
2. The manual is _____effective in providing direction and structure to Level 1 Practical.	1	2	3	4	5

In order to make the manual more effective, I would appreciate your comments on the following: *Please expand your comments wherever possible*

1. Manual design:
   a. Is the organization logical?

   b. Are the suggested timeframes (p. 4) realistic?

   c. Is the length appropriate or prohibitive?

   d. Are any parts confusing?

   e. Does the use of coloured paper help to organize it?

   f. Other?

2. Potential of the manual:
   a. Is it appropriate for Level 1 Practical?

   b. Will it help to standardize Level 1 Practical?

   c. Will it help to ensure that Level 1 Practical is done in a recreational environment?

   d. Other?

3. Further comments?

As previously mentioned, the manual will be revised.

Please indicate, by putting a checkmark (✓) in the appropriate spot, your opinion about the activities included in the manual.

Please append any revisions, deletions and/or additions that you feel would improve the manual.

	Definitely Include	Include, but Revise	Do not Include
Section 1			
Part I	____	____	____
Part II	____	____	____
Part III	____	____	____
Section 2			
Part IV	____	____	____
Part V	____	____	____
Part VI	____	____	____
Part VII	____	____	____
Part VIII	____	____	____
Section 3	____	____	____

Thank you for taking time to complete this questionnaire. Your help is greatly appreciated.

Lee Anne

QUESTIONNAIRE

PLEASE FILL IN THE FOLLOWING QUESTIONNAIRE ONCE YOU HAVE COMPLETED YOUR 50 HOUR COACHING COMMITMENT OR YOUR GYMNASTICS PROGRAM

The following questionnaire has been divided into 2 parts:

1. PART A has been designed to evaluate the usefulness of the Practical Gymnastics Manual.
2. PART B has been designed to determine how the manual can be improved.

In most cases I have asked you to either rate how valuable you found the activities to be, or, to simply answer a question "YES" or "NO". I would like to encourage you to expand upon your responses wherever possible because if I am to improve the manual I need honest critical feedback. Please be assured that your responses will be held in complete confidence.

Before proceeding with the questionnaire, please answer a few brief questions:

1. Did you complete your 50 hour commitment? Yes No

   If not, please explain: _____

   _____

   _____

2. What is your past gymnastics experience? (coach, gymnast, judge, other)

   _____

   _____

If you have any questions regarding the questionnaire, please do not hesitate to call me collect at 438-3530, between 9 & 11 p.m.

Lee Anne Johnston

PART A

The purpose of Part A of this questionnaire is to determine the extent to which the Practical Gymnastics Manual helped you to adapt the content and methodology of Level 1 Technical Gymnastics to your particular gymnastics environment.

SOME INSTRUCTIONS:

1. Please refer to the pages of the manual indicated prior to answering the question.
2. Circle the number or word to answer.

Section 1 of the manual (pp. 5-20):

The purpose of Section 1 was to help you assess your competencies as a Level 1 Coach.

		yes	somewhat	no
1.	Part I (pp. 6-10) increased my awareness of the competencies that I should have as a Level 1 coach.	1	2	3
	Comments _____			
2.	Part II (pp. 12-15) helped me to improve my knowledge of Level 1 content.	1	2	3
	Comments _____			
3.	Part III (pp. 16-20) helped me to assess my strengths and weaknesses as a Level 1 coach.	1	2	3
	Comments _____			
4.	Section 1 helped me to become more aware of my competencies as a Level 1 coach.	1	2	3
	Comments _____			

Using "yes" or "no", please fill in the following chart:

	Part I	Part II	Part III	Comments
Did you complete this part of the manual?				
Were the instructions clear?				
Could you use the time-frame suggested?				

	very valuable	valuable	not very valuable	not at all valuable
Using the scale on the right side of the page, rate the overall value of Section 1	1	2	3	4

Comments _____

_____

_____

Section 2 of the manual (pp. 21-81):

The purpose of Section 2 was to guide your development as a Level 1 Coach.

Please indicate the value of the following activities to you by checking (✓) the appropriate space in the chart below:

Activity	very valuable	valuable	not very valuable	not at all valuable	comments
Long-term Plan (p. 23)					
Lesson Plan 1 (p. 26)					
Lesson Plan 2 (p. 29)					
Lesson Plan Worksheets (p. 40)					
Circuit Examples (pp. 36-38)					
Circuit Worksheets (p. 42)					
Evaluation Sheets					
Checklists Dominant Movement Patterns					
Physical Development					
Games					
Apparatus					

The purpose of the checklists on pp.45–64 and the long-term plan evaluation forms on pp.65–66 was to help you reflect upon the quality of your entire program. Please rate them by circling the appropriate number according to this purpose:

	very valuable	valuable	not very valuable	not at all valuable
checklists	1	2	3	4
long-term plan evaluation	1	2	3	4

Comments _____

_____

_____

How valuable were the following activities in guiding your development as a Level 1 Coach?

	very valuable	valuable	not very valuable	not at all valuable
1. Part V (pp. 67–69) was_____	1	2	3	4
2. Part VI (pp. 70–73) was_____	1	2	3	4
3. Part VII (pp. 74–76) was _____	1	2	3	4

Comments _____

_____

_____

_____

Using "yes" or "no", please fill in the following chart:

	Part IV	Part V	Part VI	Part VII	Part VIII	Comments
Did you complete this part of the manual?						
Were the instructions clear?						
Could you use the time-frame suggested?						

Did the activities in Section 2 meet the needs which you had identified in Section 1? yes no

Comments _____

_____

_____

	very valuable	valuable	not very valuable	not at all valuable
Using the rating scale on the right side of the page, rate the overall value of Section 2:	1	2	3	4

Comments _____

_____

_____

Section 3 of the manual (pp. 82-85):

The purpose of Section 3 was to help you assess your development as a Level 1 Coach.

Was Section 3 a worthwhile exercise for you? yes no

Comments _____

_____

_____

_____

PART B

Please answer the following questions. Be as specific as possible.

What part(s) of the manual did you find the most useful?

What part(s) of the manual did you find the least useful?

Would you recommend this manual to other gymnastics coaches? yes no

Please explain:

How would you improve the manual?

Thank you for taking time to complete this questionnaire. Your help is greatly appreciated.

Lee Anne

Appendix I

The Interview Schedule

Name:

Date:

Describe the gymnastics environment in which you used this manual.

For each Part and Section of the manual the following questions were asked:

1. Did you find it useful? Why?/Why not?
2. Should it be kept, revised, discarded? Why?

Section 1

Part I

Part II

Part III

Overall

Section 2

Part IV

Part V

Part VI

Part VII

Part VIII

Section 3

Design of the manual: Did it help you realize what competencies you needed to work on most as a Level I coach?

Please explain:

Could the manual be organized better? How?

Appendix J

Telephone Calls

1. Call #1 to the Coaches
2. Call #2 to the Coaches
3. Call #3 to the Coaches
4. Call #4 to the Coaches
5. Call #1 to the Experts
6. Call #2 to the Experts

Call #1 to the Coaches:

1. Researcher identification
2. Reason for calling
3. Confirmation of their:
   a. completion of Level I Technical
   b. intent upon completing the 50 hour Practical requirement
   c. interest in working with the Practical manual
4. Determining their suitability as subjects:
   a. How many hours have you already put in toward your 50 hours?
   b. When do you anticipate finishing your gymnastics program?
   c. What level of gymnastics are you coaching?
   d. How many hours a week do you coach?
5. Explanation of procedure:
   a. When they would receive the manual
   b. Encouraged them to call it they had any questions
6. Confirmation of correct address

Call #2 to the Coaches:

1. Questions:
   a. Have you received your manual?
   b. Are you able to use it in your program?
   c. Are the timelines suggested possible within your program?
   d. Do you find any parts confusing?
   e. Do you have any questions?
2. Encouraged the coaches to call if they had any questions

Call #3 to the Coaches:

1. Questions:
   a. How are you progressing with the manual?
   b. When do anticipate completing the manual and/or your program?
   c. Have you run into any problems in using the manual?
   d. Could you fill out a questionnaire upon completion of your program/manual?
2. Explanation of the questionnaire

Call #4 to the Coaches:

1. Questions:
   a. Have you received your questionnaire?
   b. Have you been able to complete your questionnaire?
2. Arrangements to pick up the manual and/or interview

Call #1 to the Experts:

1. Researcher identification
2. Reason for calling
3. Explanation of commitment
4. Confirmation of correct address

Call #2 to the Experts:

1. Questions:
   a. Did you receive the manual and questionnaire?
   b. Have you had time to complete it?
   c. Do you have any questions?

d. Can you return it as soon as possible?

2. Appreciation for their help

Appendix K

Letters

1. An Introduction to the Study
2. Letter 1 to the Coaches
3. Letter 2 to the Coaches
4. Letter 1 to the Panel of Experts
5. Letter to the Rocky Mountain House Coaches

CANADIAN GYMNASTICS FEDERATION

FÉDÉRATION CANADIENNE DE GYMNASTIQUE

January 21, 1982

Lee Anne Johnston
11235 76th Avenue
Edmonton, Alberta

Dear Lee Anne

The pilot workbook you have developed for the Practical component of the Gymnastics Level I Coaching Certification Program looks excellent. In the design and writing of this booklet, you have satisfied the two primary objectives of:

i) making the PRACTICAL component of this program a useful and meaningful experience.

ii) producing a monitoring tool that is administrately easy to manage by the sport governing body.

In particular, I am pleased with the self-monitoring nature of the workbook which places the responsibility for learning where it should be -- in the hands and heads of the coaches themselves. As a task, the workbook is not just an academic exercise but rather it is a series of planning, monitoring and evaluation steps that a coach should be doing anyway if he/she is sincere about running a sound program.

As we discussed in our previous conversations and meetings, this pilot run of the workbook will serve more that the needs of completing your Masters Thesis. The results of this pilot will be the basis of assessing the suitability of this type of PRACTICAL monitor to the Gymnastics Certification Program and hopefully we can adopt the program, with any necessary modifications, for use across Canada.

I commend you on your work to date and look forward to the final results of the pilot project.

Sincerely

Tom Kinsman
Coaching Development Coordinator

dr

333 RIVER RD., VANIER CITY, ONTARIO K1L 8B9 TELEPHONE (613) 746-3714/TELEX 053-3660

February, 1982.

Dear Carol,

This manual is the proposed Level I Practical component for the National Coaching Certification Program in Gymnastics.

A pilot study to determine the value and effectiveness of this manual is currently underway, and you have been selected to assist in the study. This involves:

1. completion of the manual as outlined
2. return of the completed manual to me (postage will be paid)
3. completion of a follow-up questionnaire

Your Level I Practical will be granted upon completion of the manual, and I will return your manual to you at that time.

May I ask that you complete this manual and return it to me as soon as it is possible for you to do so. I will be in touch with you periodically regarding your progress. Please call me, person-to-person, collect at 438-3530 (9-11 pm) if you have questions.

Thank you for agreeing to be part of this pilot study, and for your co-operation in its completion.

Yours truly,

Lee Anne Johnston
Graduate Student,
Faculty of Physical
Education & Recreation,
University of Alberta,
Edmonton, Alberta T6G 2H9

April, 1982.

Dear Cherie,

First of all, I'd like to thank you for being part of the pilot study to test the value and effectiveness of the Practical Gymnastics Manual. The time that you spent going through the manual and your effort to incorporate it into your program is very much appreciated.

As you are someone who has worked with the manual, I need your assessment in order to determine its value to you and to your program. When you have completed either your 50 hour coaching commitment and/or your gymnastics program please fill in the accompanying questionnaire. Then, using the enclosed envelope please return both the manual and the completed questionnaire to me. I will return the manual to you once I have had the opportunity to look through it.

Again, I extend my appreciation for your help. I believe that the Practical Gymnastics Manual will make a worthy contribution to coaching certification in gymnastics in Canada; its presentation to the Canadian Gymnastics Federation would not have been as promising without your help.

Yours truly,

Lee Anne Johnston

Lee Anne Johnston
Graduate Student,
Faculty of Physical
Education & Recreation,
University of Alberta,
Edmonton, Alberta T6G 2H9

March, 1982.

Dear Marilyn,

Please find enclosed a copy of the manual that I have written for the Practical component of Level 1 certification in gymnastics. I would like you to act in the capacity of a "judge" on a panel of experts to help me determine the effectiveness of this manual. I would appreciate your help very much.

First, let me acquaint you with the reasons for writing the manual. I am a Masters' student in Physical Education (Sport Administration) at the University of Alberta, and in partial fulfillment of this degree I have written a manual that is designed to help coaches/teachers/instructors adapt the material of Level 1 Technical to their gymnastics programs. The manual, in effect, is a practical follow-up to Level 1 Technical. Now that the manual is written I must conduct a research study on its effectiveness. This will be a pilot study done with the intent of revising the manual upon completion of the study. An integral part of such a study is to have a panel of experts analyze, critique and judge it. To this end, I have constructed a questionnaire which I would like you to complete at your earliest convenience.

The manual is currently being used by approximately 35 coaches who have completed Level 1 Technical and who are working on their 50 hour practical requirement. They too will be completing a questionnaire on the manual's value to them, and I will follow up this questionnaire with a random sample of interviews. Once all questionnaires and interviews are completed, the manual will be revised and then presented to the Canadian Gymnastics Federation for adoption as Level 1 Practical.

I have enclosed the following:

1. a few pages of introduction to further acquaint you with the manual;
2. the questionnaire;
3. the manual, just as it was sent to participating coaches; and
4. an addressed, stamped envelope for return of the questionnaire. Please keep the manual if you choose to do so.

I would like to thank you in advance for your help. It would be of great benefit to me if you could complete this for return by mid-April. Please don't hesitate to contact me if you have any questions or concerns.

Yours truly,

Lee Anne Johnston

Faculty of Physical Education
and Recreation
University of Alberta
Edmonton, Alta T6G 0K2
403-438-3530
(call collect, evenings)

Jan. 1982.

Dear Rocky Mountain House Level 1 Gymnastics Course Participants,

(I always thought form letters were suppose to be less work.)

The Practical Gymnastics Guide and materials which accompany this letter are an important part of improving the N.C.C.P. usefulness to you, the coach. As I mentioned often during our sessions, once the clinic is over and you are left with all these new ideas and same old gym, how to start implementing these ideas can be confusing. The purpose of [redacted]ding you this Practical Manual is twofold:

(1) To help you implement and further develop the ideas and coaching skills taught at our clinic

(2) To have you provide comments and suggestions as to how useful or not useful the learning guide is.

I hope you will use the manual and cooperate with Lee Anne in her efforts to develop a useful guide. Here's your big chance to put in your 2¢ worth before the die is cast, and to leave some effect on the future of the Level 1 program.

Gymspastically yours,

Mike Hanna
(Level 1 Course Conductor)

Appendix L

Questionnaire Data

1. Coaches' Questionnaire
2. Experts' Questionnaire

QUESTIONNAIRE

PLEASE FILL IN THE FOLLOWING QUESTIONNAIRE ONCE YOU HAVE COMPLETED YOUR 50 HOUR COACHING COMMITMENT OR YOUR GYMNASTICS PROGRAM

The following questionnaire has been divided into 2 parts:

1. PART A has been designed to evaluate the usefulness of the Practical Gymnastics Manual.
2. PART B has been designed to determine how the manual can be improved.

In most cases I have asked you to either rate how valuable you found the activities to be, or to simply answer a question "YES" or "NO". I would like to encourage you to expand upon your responses wherever possible because if I am to improve the manual I need honest critical feedback. Please be assured that your responses will be held in complete confidence.

Before proceeding with the questionnaire, please answer a few brief questions:

1. Did you complete your 50 hour commitment? Yes 10 No 8 *

   If not, please explain: _____

   _____

   _____

2. What is your past gymnastics experience? (coach, gymnast, judge, other)

   coach (2), gymnast (4), judge (0), none (2), coach/gymnast (4),

   coach/judge (0), coach/gymnast/judge (1), student (4) **

*no response - 1 **no response - 2

If you have any questions regarding the questionnaire, please do not hesitate to call me collect at 438-3530, between 9 & 11 p.m.

Lee Anne Johnston

Section 1 of the manual (pp. 5-20):

The purpose of Section 1 was to help you assess your competencies as a Level 1 Coach.

		yes	somewhat	no
1.	Part I (pp. 6-10) increased my awareness of the competencies that I should have as a Level 1 coach.	12	4	3
	Comments _____			
2.	Part II (pp. 12-15) helped me to improve my knowledge of Level 1 content.	16	2	1
	Comments _____			
3.	Part III (pp. 16-20) helped me to assess my strengths and weaknesses as a Level 1 coach.	10	7	2
	Comments _____			
4.	Section 1 helped me to become more aware of my competencies as a Level 1 coach.	13	6	0
	Comments _____			

Using "yes" or "no", please fill in the following chart:

	Part I	Part II	Part III	Comments
Did you complete this part of the manual?	Y 19 N 0 NR 0	Y 18 N 0 NR 1	Y 18 N 0 NR 1	
Were the instructions clear?	Y 17 N 0 NR 2	Y 16 N 0 NR 3	Y 14 N 0 NR 4	
Could you use the time-frame suggested?	Y 9 N 5 NR 5	Y 9 N 4 NR 6	Y 10 N 3 NR 6	

	very valuable	valuable	not very valuable	not at all valuable
Using the scale on the right side of the page, rate the overall value of Section 1	3	14	2	0

Comments _____

_____

_____

Section 2 of the manual (pp. 21-81):

The purpose of Section 2 was to guide your development as a Level 1 Coach.

Please indicate the value of the following activities to you by checking (✓) the appropriate space in the chart below.

Activity	very valuable	valuable	not very valuable	not at all valuable	comments
Long-term Plan (p. 23)	4	7	5	0	No Response - 3
Lesson Plan 1 (p. 26)	4	13	1	0	1
Lesson Plan 2 (p. 29)	4	13	1	0	1
Lesson Plan Worksheets (p. 40)	6	9	1	0	3
Circuit Examples (pp. 36-38)	7	9	1	0	2
Circuit Worksheets (p. 42)	5	10	1	0	3
Evaluation Sheets	4	9	2	0	4
Checklists Dominant Movement Patterns	4	9	2	0	4
Physical Development	6	6	3	0	4
Games	9	4	1	1	4
Apparatus	5	5	3	2	4

The purpose of the checklists on pp.45–64 and the long-term plan evaluation forms on pp.65–66 was to help you reflect upon the quality of your entire program. Please rate them by circling the appropiate number according to this purpose:

	very valuable	valuable	not very valuable	not at all valuable	
checklists	1	6	4	1	*NR - 7
long-term plan evaluation	3	5	3	0	*NR - 8

Comments _____

_____

_____

How valuable were the following activities in guiding your development as a Level 1 Coach?

	very valuable	valuable	not very valuable	not at all valuable	
1. Part V (pp. 67–69) was_____	3	3	4	0	*NR - 9
2. Part VI (pp. 70–73) was_____	2	8	1	0	*NR - 8
3. Part VII (pp. 74–76) was _____	2	4	0	2	*NR - 11

Comments _____

_____

_____

_____

Using "yes" or "no", please fill in the following chart:

	Part IV	Part V	Part VI	Part VII	Part VIII	Comments
Did you complete this part of the manual?	Y 11 N 3 NR5	Y 7 N 6 NR 6	Y 10 N 4 NR 5	Y 6 N 7 NR 6	Y 8 N 5 NR 6	
Were the instructions clear?	Y 11 N 0 NR 8	Y 7 N 1 NR 11	Y 9 N 0 NR 10	Y 6 N 0 NR 13	Y 7 N 0 NR12	
Could you use the time-frame suggested?	Y 8 N 3 NR8	Y 7 N 2 NR10	Y 7 N 2 NR 10	Y 5 N 2 NR12	Y 6 N 2 NR11	

Did the activities in Section 2 meet the needs which you had identified in Section 1? yes 13 no 1 *NR - 5

Comments _____

_____

_____

	very valuable	valuable	not very valuable	not at all valuable	
Using the rating scale on the right side of the page, rate the overall value of Section 2:	5	9	1	0	*NR - 4

Comments _____

_____

_____

Section 3 of the manual (pp. 82-85):

The purpose of Section 3 was to help you assess your development as a Level 1 Coach.

Was Section 3 a worthwhile exercise for you?	yes	no	
	7	3	*NR - 9

Comments _____

_____

_____

_____

PART B

Please answer the following questions. Be as specific as possible.

What part(s) of the manual did you find the most useful?

- lessons & circuits (11)
- reviews (5)
- Parts I - IV (2)
- long term plan (2)
- checklists (1)
- observation
- Section 2
- games

What part(s) of the manual did you find the least useful?

- checklists (5)
- Section 1 (2)
- coach assessment
- evaluation (not appropriate for Level I)
- reviews
- lesson plans
- Part III and Section 3

Would you recommend this manual to other gymnastics coaches?

yes	no
17	2

Please explain:

- tells you what to teach (5)
- helps you to reflect and improve (3)
- helps you to organize
- helps the beginner coach
- ensures that you incorporate "fun" activities into your lessons
- not appropriate for competitive programs

How would you improve the manual?

- more examples (4)
- more games & activities (2)
- overall organization at the beginning (2)
- "page out" resource idea (2)
- spotting techniques
- first aid kit information
- less worksheets
- simplify questions
- clarify instructions - Part III
- distribute manual during Technical course
- alternatives to circuits
- keep it flexible and adaptable

Thank you for taking time to complete this questionnaire. Your help is greatly appreciated.

Lee Anne

QUESTIONNAIRE

Part A --- Content of the Manual

The purpose of Part A is to determine the extent to which the content of the manual achieves the objectives of the author.

Please indicate your opinion by circling the appropriate number on the rating scale.

Please refer to Section 1 of the manual (pp. 5-20) when answering:

Section 1 of the manual is designed to:

1. make the coaches aware of the desired competencies of a Level 1 coach
2. indicate to the coaches their command of the content of Level 1 Technical
3. help the coaches assess their strengths and weaknesses with respect to the desired competencies.

	excellent	very good	adequate	fair	deficient
1. I feel that the content of Part I (pp. 6-10) is _____ for coaches to increase their awareness of the desired competencies of a Level 1 coach.	* 2	5	2	0	1
2. I feel that the content of Part II is _____ for coaches to assess their knowledge of Level 1 content.	5	4	1	0	0
3. I feel that the content of Part III is _____ for coaches to assess their strengths and weaknesses.	5	4	0	1	0
4. I feel that the content of Section 1 is _____ in achieving the above listed objectives.	4	5	1	0	0

* no response - 1

Please refer to Section 2 of the manual (pp. 21-81) when answering:

Section 2 of the manual is designed to:

1. help coaches plan their program
2. help coaches to plan their individual lessons
3. guide the development of Level 1 coaches
4. help coaches assess their gymnastics program and lessons.

	excellent	very good	adequate	fair	deficient	
1. I feel that the content of Part IV (pp. 22-66) is _____ in helping the coaches plan their program.	4	4	2	1	0	
2. I feel that the content of Part IV is _____ in helping the coaches plan their lessons.	3	5	1	2	0	
3. I feel that the content of Part IV is _____ in helping coaches evaluate their program.	6	5	0	0	0	
4. I feel that the content of Part IV is _____ in helping coaches evaluate their lessons.	6	4	0	0	0	*
5. I feel that the content of Part IV is _____ in guiding the development of Level 1 coaches.	2	6	1	0	0	
6. I feel that the content of Part IV is _____ in reinforcing the philosophical objectives (fun, fitness, fundamentals) of Level 1 and the methodology recommended by Level 1 Technical.	5	4	2	0	0	
7. I feel that the content of Part V (pp. 67-69) is _____ in helping coaches to become more aware of their competencies as a Level 1 coach.	5	2	3	0	0	*
8. I feel that the content of Part VI (pp. 70-73) is _____ as a reminder to the coaches of their mastery of Level 1 content.	6	4	1	0	0	*

* no response - 1

Please refer to Section 3 of the manual (pp. 82-85) when answering:

Section 3 of the manual is designed to help the coaches assess their development over the 50 hour practical.

1. I feel that the content of Section 3 is _____ achieving this objective.	5	3	0	1	0	**

** no response - 2

Part B --- Usefulness of the Manual

The purpose of Part B is to determine how useful the manual will be in helping coaches adapt Level 1 content and methodology to their gymnastics environment.

Please indicate your opinion by circling the appropriate number on the rating scale.

Part IV of the manual (pp. 22-66) is designed to help the coaches plan their gymnastics program.

		extremely	very	not very	not	
1.	I feel that Part IV is _____useful in helping coaches plan their gymnastics program.	5	5	0	0	*
2.	I feel that Part IV is _____useful in providing the coaches with ideas for lesson themes.	4	6	1	0	
3.	I feel that Part IV is _____useful in providing the coaches with ideas for lesson activities.	4	5	2	0	
4.	I feel that Part IV is _____useful in helping the coaches create a gymnastics environment that emphasizes continuous activity.	6	5	0	0	
5.	I feel that Part IV is _____useful in demonstrating how the Red, White and Blue Development Program can be integrated as activities into a gymnastics lesson.	4	6	0	1	
6.	I feel that Part IV is_____useful in helping coaches develop a complete, well-rounded gymnastics program.	3	5	2	0	*
7.	I feel that Part IV is _____useful as a learning guide by providing coaches with self-evaluative activities.	10	1	0	0	

* no response - 1

	extremely	very	not very	not	
8. I feel that: Part V is_____useful...	8	3	0	0	
Part VI is _____useful...	5	3	2	0	*
Part VII is _____useful... ...in helping coaches develop their understanding of Level 1 content and methodology.	4	5	2	0	
9. I feel that Section 2 (pp. 21-81) is_____ useful in helping the coaches adapt Level 1 content and methodology to their coaching environments.	4	7	0	0	

* no response - 1

Part C --- Overall Effectiveness

With specific reference to the overall objectives of the manual, *please indicate your opinion by circling the appropriate number on the rating scale.*

	extremely	very	effective	not very	not	
1. The manual is _____effective in encouraging Level 1 coaches to adapt the methodological approach and the content of Level 1 Technical to their gymnastics environment.	6	4	0	0	0	*
2. The manual is _____effective in providing direction and structure to Level 1 Practical.	7	2	1	0	0	*

*no response - 1

In order to make the manual more effective, I would appreciate your comments on the following: *Please expand your comments wherever possible*

1. Manual design:

   a. Is the organization logical? Yes (8)

   - it requires careful reading of the entire manual first
   - some Parts less than others

   b. Are the suggested timeframes (p. 4) realistic? Yes (6)

   - Part V should take place every 10 hours
   - Part V may be of more value later on
   - seems so - needs field-testing

   c. Is the length appropriate or prohibitive? Appropriate (3)

   - a bit long - eliminate some of the checklists
   - perhaps prohibitive - seems repititious
   - amount of written work may be too much
   - seems o.k.
   - it <u>looks</u> long

   d. Are any parts confusing? No (4)

   - use of Sections and Parts
   - pp. 6-10: pp. 17-20
   - lesson plans need work -- can they still be organized around events?

   e. Does the use of coloured paper help to organize it?

   - good, but needs colour key
   - use white sheets for planning
   - using separate sections would be better
   - too many colours used

   f. Other?

   - will the expense of this manual increase the cost of Level I too much?
   - add a section on equipment adaptation
   - expand the log section to include new ideas and techniques gained from clinics
   - add more blank planning sheets

2. Potential of the manual:

   a. Is it appropriate for Level 1 Practical? Yes (11)

   - <u>If</u> completion is a requirement
   - but it depends upon administration
   - possibly it is too long

   b. Will it help to standardize Level 1 Practical? Yes (9)

   - Technical input will vary across Canada a great deal
   - but may seem too time-consuming

   c. Will it help to ensure that Level 1 Practical is done in a recreational environment? Yes (4)

   - I think so
   - not sure-- only if people do it
   - coaches may resist being told where to coach
   - recreational should not preclude competitive, educational· it encourages reconceptualization and a new approach (the 3 F's)

   d. Other?

   - needs to be checked
   - it can also be done in a class environment (i.e., educational)

As previously mentioned, the manual will be revised.

Please indicate, by putting a checkmark (✓) in the appropriate spot, your opinion about the activities included in the manual.

Please append any revisions, deletions and/or additions that you feel would improve the manual.

	Definitely Include	Include, but Revise	Do not Include
Section 1			
Part I	7	2	0
Part II	9	0	0
Part III	7	2	0
Section 2			
Part IV	3	6	0
Part V	9	0	0
Part VI	8	1	0
Part VII	7	1	1
Part VIII	7	2	0
Section 3	8	1	0

* no response - 2

Thank you for taking time to complete this questionnaire. Your help is greatly appreciated.

Lee Anne